REPORT RESUMES

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LIBRARY SERVICES IN VIRGINIA'S INSTITUTIONS OF HIGHER EDUCATION.

BY- MCDIARMID, ERRETT W.

VIRGINIA STATE COUNCIL OF HIGHER EDUC., RICHMOND

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LIBRARIES OF ALL VIRGINIA INSTITUTIONS OF HIGHER EDUCATION WERE INCLUDED IN THIS STUDY. QUESTIONNAIRES AND OBSERVATION WERE USED TO GATHER DATA ABOUT BUILDINGS AND COLLECTIONS, ADMINISTRATION AND MANAGEMENT, INTERLIBRARY COOPERATION, EXPENDITURES, AND PERSONNEL. AMONG THE 2-YEAR COLLEGES, (1) EXCEPT FOR THOSE WITH VERY SMALL ENROLLMENTS, CAPACITY OF PUBLIC COLLEGE LIBRARIES WAS BELOW ACCEPTABLE STANDARDS, (2) NONE HAD STACK SPACE FOR THE RECOMMENDED MINIMUM OF 20,000 VOLUMES, AND ONLY ONE STATE-CONTROLLED INSTITUTION WAS APPROACHING THIS FIGURE, (3) HOUSING WAS INADEQUATE, (4) WORK SPACE AT ALL BUT FOUR COLLEGES WAS INADEQUATE, (5) EXPENDITURES HAD NOT KEPT PACE WITH NEEDS, (6) NO STATE-CONTROLLED COLLEGE MET MINIMUM STANDARDS FOR STAFFING, AND (7) IN SIX THERE WAS NO PROFESSIONALLY QUALIFIED LIBRARIAN. RECOMMENDATIONS BY THE AUTHOR STRESS IMMEDIATE ACTION TO CORRECT THESE DEFICIENCIES. (WO)

ERIC

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LIBRARY SERVICES IN VIRGINIA'S INSTITUTIONS OF HIGHER EDUCATION

ED014285

Staff Report #9

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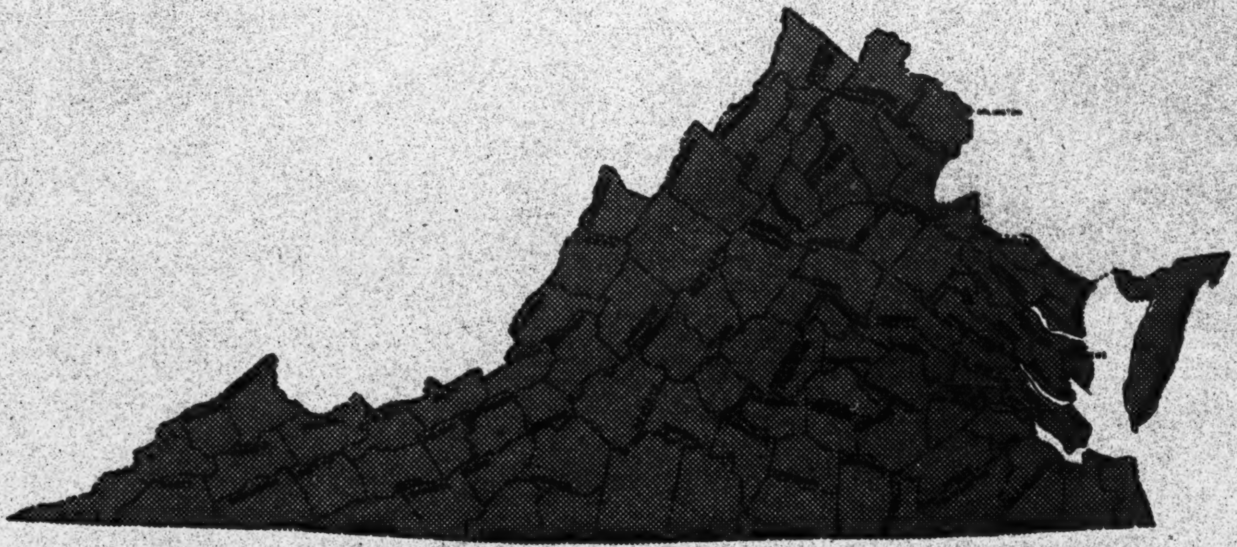

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Staff Report #9

LIBRARY SERVICES IN VIRGINIA'S INSTITUTIONS OF HIGHER EDUCATION

By Errett W. McDiarmid
Professor of Library Science
The University of Minnesota

THIS STAFF REPORT HAS BEEN REVIEWED BY THE HIGHER EDUCATION STUDY COMMISSION. THE RELEASE OF THIS REPORT DOES NOT IMPLY AN ENDORSEMENT BY THE COMMISSION OF ANY SUGGESTIONS AND RECOMMENDATIONS HEREIN CONTAINED.

RICHMOND, VIRGINIA
1965

FOREWORD

The Virginia General Assembly in 1964, under Senate Joint Resolution No. 30, authorized the Governor to appoint a Commission on Higher Education, and directed the Commission ". . . to undertake a comprehensive study and review of higher education, to be used as a basis for effective long-range planning as to objectives, needs, and resources of public and private higher education in the Commonwealth of Virginia." The members appointed to the Commission are listed on the title page of this volume. The Commission selected a staff for carrying on the Study and approved an outline of the topics to be covered. Several of these topics required the collection and interpretation of extensive data; the detailed analyses of the problems led, in many cases, to suggestions for their solution. The results of these detailed studies, prepared by staff members and consultants, are published as Staff Reports, to make the information generally available.

Staff Report #9, published herewith, treats the problem of library service in the institutions of higher education in Virginia. Attention is focused mainly on the state-controlled institutions, though data and observations are included for the privately controlled colleges and universities in Virginia where feasible and appropriate.

The special study of college and university libraries in Virginia has been made by Dr. Errett W. McDiarmid and he is the author of Staff Report #9. Dr. McDiarmid has had experience as director of libraries in several universities. He has served as professor and dean at two major library schools, the University of Illinois and the University of Minnesota. At the latter institution he has also served as Dean of the College of Liberal Arts, and presently he continues his service there as Professor of Library Science and Director of the Graduate Fellowship Office in the Graduate School. He has had extensive experience in conducting studies of college and university library services in a number of states. Upon completion of this report on the Virginia libraries, he has departed for Chile, as a member of a team from the University of Minnesota that will be rendering consultant services on problems of higher education to the government of that South American country.

In developing plans for the study of libraries in the institutions of higher education in Virginia, the Higher Education Study Commission appointed a special committee of its members for the oversight of this part of its total agenda. Cooperation was also sought from the Advisory Committee on Libraries of the State Council of Higher Education. These two groups formed a Joint Advisory Committee on Libraries for the guidance of the study that has resulted in Staff Report #9. The personnel of the Joint Advisory Committee on Libraries consisted of the following:

From the Advisory Committee on Libraries:

Mr. John Cook Wyllie (co-chairman), University of Virginia
Mr. Randolph Church, State Librarian, State Library, Richmond
Mr. Paul Greer, Hampden-Sydney College (for this study only)

Dr. Henry Leidheiser, Jr., Virginia Institute for Scientific Research

Mr. Forrest C. Palmer, Madison College

Mr. William C. Pollard, Old Dominion College

Mr. James Servies, The College of William and Mary

Mr. Frank C. Shirk, Virginia Polytechnic Institute

Mr. Wallace Van Jackson, Virginia State College, Petersburg

Dr. Prince B. Woodard, State Council of Higher Education

From the Membership of the Higher Education Study Commission:

Dr. William H. McFarlane (co-chairman), Virginia Associated
Research Center

Dr. Robert P. Daniel, Virginia State College, Petersburg

Dr. Samuel R. Spencer, Mary Baldwin College
replaced in August 1965 by

Dr. John A. Logan, Jr., Hollins College

Dr. Doris B. Yingling, Medical College of Virginia

The Joint Advisory Committee on Libraries held a meeting with the staff of the Higher Education Study Commission and formulated plans for the investigation of the Virginia college libraries. After Dr. McDiarmid's appointment as the Consultant in charge of the library study, the Joint Advisory Committee again met and outlined, with him and other members of the Commission's staff, the specific kinds of information that would be needed in the Study and some of the situations that would need particular review. After Dr. McDiarmid completed the writing of Staff Report #9, a preliminary draft was reviewed by the Joint Advisory Committee on

Libraries, before the Report was submitted to the Higher Education Study Commission.

Information about the Virginia college libraries was requested on Form 13. This information form was sent to each of the four-year degree-granting institutions in the State, both the state-controlled and privately controlled, and to each of the two-year state-controlled colleges. Similar information from the privately controlled two-year colleges was obtained on Form 5, in which general information was sought on the programs of these institutions. Returns were received on Form 13 from all the state-controlled institutions and from all but four of the privately controlled four-year colleges. This Study has also utilized data from other sources, such as reports by the Virginia State Library and the United States Office of Education.

Dr. McDiarmid visited the libraries of each of the degree-granting institutions under state control; he also visited three of the two-year state-controlled colleges, and three of the four-year privately controlled colleges in Virginia. During these visits information received on the data schedules could be supplemented by personal observations of the facilities and by contacts with staff members of the libraries. Every institution of higher education in Virginia also was visited by one or more members of the Commission's staff as a part of the entire Study; observations of library conditions and services made during these staff visits were transmitted to Dr. McDiarmid for use in preparing this Report.

Thanks are due to the personnel in the libraries of the Virginia institutions of higher education for the cooperation they have extended in this Study. The informational reports that were requested were prepared with care and diligence, and have proved very useful. The courtesies extended to the Consultant and other staff members of the Commission during the visits to the institutions are acknowledged with deep appreciation.

In writing his report, Dr. McDiarmid has made a number of recommendations throughout the text. These have been pulled out and listed in a final chapter, as a sort of summary of Staff Report #9. For the most part these recommendations deal with matters in which some change is needed, so the summary fails to give adequate emphasis to the many points of excellence that Dr. McDiarmid has commented on throughout the text of this Report. In the case of each recommendation listed in the final chapter, reference is made to the page of the Report from which it is drawn. The reader interested in the supporting materials for any recommendation should refer to the indicated page, where it will be found in full context.

The text of Staff Report #9 presents only the findings and interpretations of the author, Dr. McDiarmid. The Joint Advisory Committee on Libraries, after reviewing Staff Report #9, prepared a statement indicating in general a highly favorable reaction, and making a few detailed comments, which were transmitted to the Higher Education Study Commission. The

Report has been reviewed by the Higher Education Study Commission but the release of the Report does not imply an endorsement by the Commission of any suggestions and recommendations herein contained.

John Dale Russell
Director of the Study

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AUTHOR'S INTRODUCTION

This Report of the libraries of the colleges and universities of the Commonwealth of Virginia was undertaken during the spring and summer of 1965. After discussions with the Staff of the Higher Education Study Commission a joint meeting was held in May with the Library Advisory Committee of the State Council of Higher Education and the Library Committee of the Higher Education Study Commission. At that meeting the general plan and purpose of the library study was discussed, an agenda of information to be obtained regarding library service in Virginia college libraries was reviewed, and a discussion was undertaken of the instrument to be used in collecting data from Virginia college libraries. This instrument was later revised and became Form 13 of the Higher Education Study Commission; it was sent to each of the state-controlled four-year colleges, nineteen privately controlled four-year colleges, and eleven state-controlled two-year colleges. Information from the Form 13 was received and tabulated in the Higher Education Study Commission office during the early summer of 1965.

During the months of May and June, chiefly from June 14 to June 26, the following institutions were visited by the author of this Report.

Four-year public colleges:

The College of William and Mary in Virginia
Longwood College
Madison College

Mary Washington College
Medical College of Virginia
Old Dominion College
Radford College
Richmond Professional Institute
University of Virginia
Virginia Military Institute
Virginia Polytechnic Institute
Virginia State College at Norfolk
Virginia State College at Petersburg

Two-year public colleges:

Christopher Newport College
Richard Bland College
Roanoke Technical Institute

Four-year private colleges:

Eastern Mennonite College
Hampden-Sydney College
Washington and Lee University

Though each of the visits was limited to one day or less, it was possible for the consultant to see the library buildings and facilities, to review sketchily the collections and holdings, to discuss chiefly with the librarian problems and conditions in the given library, and frequently to talk with other college personnel regarding problems of the library. Information from Form 13 was reviewed and additional questions regarding the library were discussed. Following the visits, the interview notes made during the visits and the information from Form 13 were reviewed and analyzed. The resulting report is a synthesis of these data, highly colored and influenced by the library consultant's personal observations and subjective opinions. It is believed that, however subjective, they are relevant and realistic--judgments and opinions were not expressed when in the mind of the Consultant they were not justified by the evidence.

Thanks should be expressed to the members of the Higher Education Study Commission staff who were most helpful in all matters, and especially to the librarians and other officials of the colleges who were most generous with their time, completely frank and unequivocal in their answering the Consultant's questions, in supplying the information requested, and in offering opinions when requested.

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CHAPTER I

LIBRARY BUILDINGS AND BOOK COLLECTIONS

Certainly much of the success of college library service is dependent upon the quarters in which the library is housed. Ideally each college should have a well-planned, functional library building, attractive and pleasant in its quarters, with adequate space for the seating of users, for the efficient operations of the library staff, and for the storage and servicing of library materials.

In all but two of the state-controlled colleges the library is housed in a separate library building devoted solely to library functions—and in one of these the complete occupancy of the building by the library is awaiting future college construction and the moving out of non-library activities. In reviewing the Virginia college library buildings the following items will be discussed:

1. Capacity for housing of library materials.
2. Work and office space for library staff.
3. Seating capacity for students and staff.
4. General considerations.

Table 1 gives the essential data regarding the library buildings.

Book Stacks

It will be noted from Table 1 that five of the public college libraries are at present filled to capacity; Madison College, the Medical College

Table 1. VIRGINIA PUBLIC COLLEGE LIBRARY BUILDINGS

College	No. of Books for Which Additional Stack Space Available	No. of Years Before Stacks Are Filled[a]	No. of Sq. Ft. of Work Space per Staff Member	Percentage of Enrollment for Which Reading Room or Study Seats are Available
The College of William & Mary	430,717	48 Years	171	59
Longwood College	63,398	26 Years	500	17
Madison College	-16,364	Overflowing	108	21
Mary Washington College	89,000	21 Years	146	34
Medical College of Virginia	1,915	Filled	183	10
Old Dominion College	60,000	5 Years	118	11
Radford College	-4,063	Overflowing	146	12
Richmond Professional Institute	1,500	Overflowing	43	10
University of Virginia	-409,809	Overflowing	Crowded	11
Virginia Military Institute	24,000	6 Years	500	33
Virginia Polytechnic Institute	654,938	43 Years	140	17
Virginia State College, Petersburg	77,340	15 Years	205	34
Virginia State College, Norfolk	15,186	2 Years	78	22

[a] Assuming the present average annual additions to the book collection will be continued, i. e. no major increase or decrease in number of volumes added annually.

of Virginia, Radford College, Richmond Professional Institute, and the University of Virginia. In most of these five libraries, library materials are so crowded together that they are hardly usable, or are stored in unsafe and inaccessible places. At Virginia State College at Norfolk the library is not well housed and very crowded, although there is still a little space left for additions to the collections. Of the libraries that are filled to capacity, only Radford College and the Medical College of Virginia will have additions to the library that will be available soon. At Virginia State College at Norfolk, at Richmond Professional Institute, at the University of Virginia,[1] and at Madison College there is urgent need for additional library facilities. At The College of William and Mary, Longwood College, Mary Washington College, Virginia Polytechnic Institute, and Virginia State College at Petersburg, there is adequate room for expansion for a number of years due to recent new buildings or additions to the present buildings.

It is recommended that high priority be given to library additions at Madison College, and the University of Virginia.[1] New library buildings are badly needed at Richmond Professional Institute and Virginia State College at Norfolk. The entire library building at Old Dominion College should be turned over completely to library purposes, and at Virginia Military Institute present plans for revision of the use of portions of the library building should be pushed.

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[1] At the University of Virginia a new stack addition will soon be under construction to relieve some of the crowded conditions for housing of library materials.

Work Space for Staff

Good college library planning requires that there be adequate work and office space for the library staff. Long experience has demonstrated that 125 square feet of space per staff member is the minimum essential. Here again, from Table 1, it is clear that the same libraries that have inadequate space for book storage are badly crowded for work space for staff. At Madison College, at Old Dominion College, at Richmond Professional Institute, at the University of Virginia, and at Virginia State College at Norfolk, there is inadequate work and office space. Even to the casual observer it is apparent that under these conditions library staff members are unable to work effectively and to serve their patrons efficiently. Here again the need for additional library facilities is the only answer to the problem.

Library Reading Room and Study Seats

Table 1 shows in the final column the percentage of total college enrollment which can be seated at one time in the total seating capacity of the library--reading room chairs, carrells, and study tables or desks. The range is from 10 per cent of the total enrollment at Richmond Professional Institute and the Medical College of Virginia, to 59 per cent in the new library building just being completed at The College of William and Mary.

Acceptable library experience suggests that, except for unusual conditions, the library should be able at one time to seat no less than one-third of the student body. Here, however, a number of additional factors need to be taken into consideration--the character of the college, the amount of part-time or extension enrollment, the proportion of the student body which commutes, and other local situations. Thus, for example, at the University of Virginia, at Virginia Polytechnic Institute, and at the Medical College of Virginia there should be a high proportion of carrells and private studies available for graduate students and faculty; these should be over and above the minimum required seating capacity of library reading rooms. Again it should be pointed out that the enrollment figures used are the full-time equivalent figures, and thus do not include the total number of persons whom the college library should serve. And while the part-time student, or a student taking extension courses, does not make the same demands on the library as the full-time student, he does represent another person to be served.

Of the libraries with recent new buildings or building additions, only Richmond Professional Institute, Old Dominion College, and Virginia Polytechnic Institute fall below the one-third standard. Virginia Polytechnic Institute's heavily scientific curriculum probably occasions less library reading room use than another type of institution, and since there is still some space for expansion of the library, the seating problem is not serious. At Old Dominion College there is a serious problem which will not be solved until the non-library units are moved out of the library building and the entire space turned over to the library. At Madison

College, Radford College, and the Medical College of Virginia, plans available, if implemented, will largely remedy the situation. At the University of Virginia and at Virginia State College at Norfolk there is urgent need for new construction.

General Considerations

Of the ten privately controlled colleges reporting on their library facilities, only two or three seem to be in as critical a situation as seven inadequately housed state-controlled college libraries. Though there is limited additional stack capacity in four of the privately controlled colleges, only four of 14 are seriously crowded for seating capacity as judged by library standards. The privately controlled colleges likewise provide much more satisfactorily for the office and work-room space of their staff, only two of ten seem to have inadequate work quarters.

It is to the credit of the State of Virginia that in its recent library buildings or additions to buildings there have been wise planning and functional modern designs. Recent library furniture and equipment has been attractive and functional. As the previous discussion indicates, however, there are serious deficiencies in library facilities and these need to be remedied as soon as possible:

1. At Madison College, there is a serious need for a major addition to the present library building.
2. The proposed addition to the Tompkins-McCaw Library of the Medical College of Virginia should be pushed and completed soon.

3. The entire library building at Old Dominion College should be turned over to complete use of the library at the earliest possible date.
4. The proposed addition to Radford College Library should be completed as soon as possible.
5. Richmond Professional Institute badly needs a new library building and one should be planned and completed as soon as possible.
6. The University of Virginia Library is badly crowded in space for readers, work space for staff, and adequate housing for the collection. Present plans for an undergraduate library, a stack addition, a new medical library, and a science and engineering library should be implemented.
7. The Virginia Military Institute college library building is poorly planned for effective, modern library service, but with present plans for rearrangement and modification, can be improved. With the new Marshall Library on the campus, Virginia Military Institute should give serious consideration to the possibility of building a new modern, functional college library building and using the present library building for other college purposes.
8. A new and separate library building is badly needed at Virginia State College at Norfolk, and plans for such a building should be

begun now.

It seems somewhat visionary to suggest that long-term library plans should be developed, for example, at The College of William and Mary which will move into a fine new library building this year. And yet, in the colleges where library facilities are presently adequate the years ahead may produce conditions as difficult as those which have arisen regarding libraries built many years ago. Certainly, when it was built, the library at Madison College must have been regarded as adequate for all time to come, and yet now it is not only overcrowded, but not ideally adapted to modern library service. At Virginia Polytechnic Institute, for instance there is room for many years of expansion of the collection. But if the character of Virginia Polytechnic Institute changes in the years ahead, the library may well reach capacity substantially ahead of any prediction that could be made now. It is important, therefore, that college administrations look ahead with respect to their library facilities and make the college library an important part of college plans for future development.

In recent plans for new library buildings or additions to present buildings, Virginia libraries have commendably sought expert library building consultant advice. As a result they have obtained well-thought out programs and plans for their library facilities. Library building construction is a difficult and technical subject and the number of librarians who are expert or adept at such matters is limited. It is recommended that in every situation where there is to be a new library building or a significant addition to a present building an expert library consultant be employed to work with the local staff on the plans and program.

The Library Collections

More than ever before the college library of today must be well stocked to serve the study and research interests of students and staff. Library materials should be available to serve completely the curricular program of the institution, to meet the special needs and interests of faculty, and to present to the college community a well-selected collection of the world's scholarly literature. But even more important with today's vast explosion of knowledge, the college library must keep up-to-date. It must regularly increase and add to its resources.

Within the limits of the present Study it was not possible to make detailed analyses of the quality of the library collections in the Virginia college libraries. To do so would require extensive checking of recommended lists of books, or the evaluation by recognized subject specialists in a number of subject fields. The present evaluation of the libraries' holdings therefore is limited to a few gross quantitative figures, together with sketchy observation of the libraries' bookshelves. In general, two questions were studied 1. Are the libraries' materials adequate in number for the purposes of the institution? and 2. Are the collections being steadily improved with regular additions annually?

Table 2 gives the number of volumes in each of the college libraries,

Table 2. BOOK COLLECTIONS OF VIRGINIA COLLEGE LIBRARIES

College	Total Number of Volumes	Average Annual Additions 1959-64	Number of Periodicals Received Regularly
The College of William and Mary	319,283	8,945	1,600
Longwood College	76,602	2,459	400
Madison College	116,364	5,190	540
Mary Washington College	161,000	4,298	576
Medical College of Virginia	74,835	2,579	1,558
Old Dominion College	90,000	11,032	616
Radford College	84,063	4,860	597
Richmond Professional Institute	68,500	3,673	650
University of Virginia	1,159,809	51,609	15,000[a]
Virginia Military Institute	126,000	3,813	450
Virginia Polytechnic Institute	345,062	14,943	3,363
Virginia State College, Petersburg	97,660	5,237	1,016
Virginia State College, Norfolk	59,814	5,924	410

[a] This figure includes periodicals received by gift and exchange, and includes a number of duplicates.

the average annual number of additions to the library over the years 1959-64, and the number of periodicals regularly received as of 1964.

While total number of volumes in the library is not a reliable index of the quality of the collection, it is a figure which certainly indicates outside limits. Postponing for the moment discussion of the four institutions offering graduate work (The College of William and Mary, the Medical College of Virginia, University of Virginia, and Virginia Polytechnic Institute), a few comments are in order regarding the remaining "four-year colleges."

The College Library Standards of the American Library Association set as a minimum book collection for a college of up to 600 students, 50,000 volumes. They further suggest that for each 200 additional students, 10,000 additional volumes should be required. Judged by these standards the following libraries fall short of the desired minimum:

Longwood College ------- minus 19,000 volumes
Old Dominion College ------- minus 100,000 volumes
Radford College ------- minus 12,000 volumes
Richmond Professional Institute ------- minus 100,000 volumes
Virginia State College at Norfolk ------- minus 50,000 volumes

Further credence is attached to the above figures when it is remembered that each of the above institutions has been growing rapidly in the past few years, both in the number of students enrolled and in the extent and variety of the curricular program offered. Actually no one of the four-year college libraries should contain fewer than 100,000 volumes, and those colleges which have larger enrollments should have libraries approaching the 300,000 mark. It is clear, therefore, that the book resources of these libraries need to be substantially increased.

This conclusion is further supported by evidence obtained by the Consultant through cursory examination of the collections of each library and by the testimony of library staff and faculty. With the possible exception of one of the four-year colleges, no one of the book collections measured up completely to what the State of Virginia should provide for its students and faculty in these colleges. But in addition to the simple quantitative figures and a casual observation of the collections, there was abundant comment from both library staff and faculty regarding additional materials needed in the library in order to serve the college community effectively.

Of the private colleges reporting only three failed to meet these minimum standards, and of the three private college libraries visited, two at least would have to be judged as better collections for the purposes of their institution than the libraries of the four-year publicly controlled colleges.

Assessing the libraries of the universities with graduate work poses a different sort of problem. In such instances a simple count of items is meaningless. Clearly the library must contain much richer resources than those of a four-year college. Indeed, it must have collections in some subjects that are the equal of those almost anywhere else. At The College of William and Mary and the University of Virginia there are such collections, and the State of Virginia can be proud that there are such resources in its universities. Such collections, however, are properly regarded only as exceptional special resources, rather than complete collections undergirding the entire program of graduate study. A distinguished collection of Virginia history, or American literature, for example, while constituting a substantial portion of a library's resources, does not provide the necessary research materials in, say, physics or political science that are essential to the modern university. The Commonwealth of Virginia must be careful lest its pride, in the unusual resources of The College of William and Mary and the University of Virginia, blinds it to the fact that it must provide rich library resources in all fields in order to enable these institutions to continue to be outstanding graduate and research universities. It is the Consultant's belief that this condition has occurred and that steps should be taken to remedy it, i. e., it is recommended that unrestricted funds available to The College of William and Mary and the University of Virginia for the purchase of library materials be increased.

With one exception, the book and periodical resources of the Medical College of Virginia are quite respectable. The exception is the fact that there are certain gaps in the periodical and serial resources of the library which need to be filled in soon if they are to be obtained at all. In addition, with the rapidly growing body of medical and scientific literature, the State of Virginia must be alert to the need for regularly increasing the funds available for the purchase of new materials. Although this is important in all subject fields it is especially important in medicine and science.

The library of Virginia Polytechnic Institute is by numerical standards a strong library--its total number of volumes meets the standards of the American Library Association for a college library. Virginia Polytechnic Institute has however, been moving toward more graduate programs and the number of graduate students will undoubtedly increase. In the judgment of the Consultant, library resources for graduate study have not been adequate and should be increased. It is recommended that special funds be provided to enable the library of Virginia Polytechnic Institute to strengthen its graduate study facilities.

The second question studied regarding the book collection was "are the collections being steadily improved with regular additions annually?" For the Virginia libraries the average number of annual additions to the libraries ranges from 2,459 volumes at Longwood College to 51,609 at the University of Virginia. Nine of the colleges averaged fewer than 6,000 volumes annually, a figure that might be suggested as a minimum, especially in view of the fact that the enrollment in nearly all the state-controlled colleges has been increasing rapidly in the past few years and will continue to increase for some years to come. If it is remembered that among the annual additions are many gift books, some duplicate copies, and books received on exchange, it may well be that the college library today, unless its program is sharply limited, must add an even larger number of volumes.

In three of the colleges reporting, the number of additions to the library in 1964 was either less than or practically the same as in the year 1960. And in no one of these institutions were there substantially greater additions during the intervening years. Certainly these institutions have failed to keep pace in their efforts to keep their libraries adequate and up-to-date. For even if there were no increase in enrollment, the increasing production of scholarly literature would require that each year the library add additional volumes over those added the previous year. Happily this condition was not reflected generally in the college libraries, for in the main annual additions increased each year at percentages ranging from less than 1 per cent to as much as 150 per cent in one institution during an especial year.

Periodical Holdings

No attempt was made to evaluate the quality of the Virginia college libraries' periodical holdings, and indeed library standards are silent regarding a numerical standard. The requirements for the periodical collection depend so heavily upon the curricular offerings of the institution that any arbitrary standard is difficult to apply. In several recent studies, various periodical checklists have been used, the periodicals chosen representing the important general periodicals as well as major journals in the various fields of instruction found in most colleges. Such lists include approximately 600 titles and this figure may be used as a rule of thumb to appraise the Virginia college holdings. Only four of the Virginia college libraries seem to be below this approximate standard. In this respect they are stronger than the private college libraries where seven of 11 fall substantially below this number.

The college libraries vary substantially in the completeness of their periodical holdings in earlier volume years. As is to be expected, the new colleges and those which have grown rapidly in the past few years have substantial gaps in their holdings of back issues. Not every periodical needs to be complete in the library, but serious gaps in some of the major periodicals, which occur in some of the Virginia libraries, need to be attended to. With adequate funds available, the deficiencies can be remedied, for happily many journals for which original back issues are no longer available are being reproduced either by offset processes or by microfilm.

General

One cannot but be impressed with the care with which Virginia college library collections have been built up. In the older colleges, the book collections are truly outstanding in many fields, and one is impressed with the good quality of the material which one finds on the shelves of the

Virginia libraries. Though there are gaps and weaknesses, as pointed out above, the care that has been exercised in the selection of books for the libraries has been notable. With proper support library collections can become even more adequate and useful.

CHAPTER II

ADMINISTRATION AND MANAGEMENT OF THE COLLEGE LIBRARY

Though it was not the intent of the present Study to make an exhaustive analysis and appraisal of the administration and management of the college libraries, some attention was given to these matters. By observation, by interviews with the librarians and some members of the library staffs, and by contacts with other college personnel, some impressions were received that should be noted and some suggestions made.

From all the evidence available in the limited time of the survey, one generalization stands out--Virginia state-controlled college librarians are a loyal, devoted group, conscientiously and steadfastly endeavoring to give good library service in the face of substantial difficulties. There was evidence throughout the State of dependable, conscientious management. The libraries are carefully organized and honestly administered. The library staff members are regarded with commendation and approval by members of the college community.

In general, relations between the central administration and the college librarians were good. The librarians seemed to be regarded as important college personnel, and considerable trust and responsibility was placed in their hands. In one or two instances, however, it was found that the college librarians were not as well informed as they should have been regarding over-all college plans and programs. In some instances this was due to uncertainty or indecision as to the program of the college in the years ahead; in others it was due to a gap in communication.

Since the college library is a crucial element in the instructional program of the college, it is essential that the college librarian be constantly aware of the college plans and programs. New additions to the curriculum--new programs of advanced study, new types of college instruction--all have such definite implications for the library that plans in any of these directions need to be made very clear to the college library. Indeed college library resources should be a major element of planning in any important modification of the college's program. It is recommended, therefore, that careful steps be taken to consult with and advise the college librarian as even minor modifications or enlargements of the program of the college are contemplated. Such communication should provide evidence as to the adequacy of present college library resources to support the proposed program, as well as information regarding needs of the library in order to serve the program effectively. Happily in only a few cases was it found that the college had made extensive plans for enlargement of its program without reviewing and planning for the library materials that would be needed. Such instances should be prevented in the future.

Perhaps because of the present broad review of higher education in Virginia, there was some uncertainty, among the librarians at least, as to the long-term program of the colleges. That is, the fact that the Higher Education Study Commission is studying the entire future of higher education in Virginia has resulted in an air of uncertainty as to the future program of several of the colleges. That this was reflected in some uncertainty among the librarians is to be expected, and, therefore, may be only a factor in the present situation. The important point here is that college library resources are so important to the program of the college that they must be planned well in advance of any changes in the college. In one or two instances it was found that the colleges were looking to advanced courses in subjects in which the college library was deficient. Such instances should be avoided.

The Faculty Library Committee

Best opinion in college library administration underscores the importance of a well-functioning faculty library committee, and the College Library Standards of the American Library Association state "As a rule, there should be a faculty library committee." The functions of the committee are further spelled out in the College Library Standards calling for concern with college library policy problems, studying college library needs and problems, and advising the librarian in the capacity of intermediaries between the college community and the college library.

There are faculty library committees in each of the thirteen state-controlled four-year institutions visited. It is interesting to note that of the eleven private four-year colleges which reported information to the survey, each reported the existence of a faculty library committee.

From the information reported by questionnaire by both the state-controlled and private college libraries, it seems that the functions of the library committee follow closely the American Library Association standards, i. e. , discussing policy changes, advising the librarian, and interpreting library problems to faculty and students. This is as it should be.

From interviews with the various colleges visited, it is evident that there is substantial variation in the effectiveness and even in the duties of the various faculty library committees. In one college, the committee rarely meets, though it is available when needed. In another college library it appears that the committee actually allocates funds in the book budget to the various departments of the college, a practice which may lead to difficulties, unless it is clearly understood that the major basis for determining allocations should be the recommendations of the librarian.

Again it is only natural that there should be wide variations in the conditions under which library committees function. In some of the smaller colleges, due to the ease of contact and the informal relations, the entire faculty may in effect serve as library committee members.

While there may be many extenuating circumstances, it is believed that in the main, Virginia college librarians are not making the effective use of faculty library committees that they might. The extenuating circumstances include the limited budgets under which the libraries operate, and the load of service and management present in all the libraries with their limited staffs. Librarians hardpressed to keep up with the day-to-day operations of the library may find it difficult to spend the time necessary to utilize a faculty library committee effectively. It is believed, however, that the long-term gains would outweigh the temporary difficulties and it is recommended that more effective use be made of faculty library committees in the college libraries.

Some of the potential uses of the library committee that would contribute to improved library service are:

1. Review of the adequacy of the resources of the library in various subject fields, especially those in which the college is planning changes or additions.
2. Continuous study of college library faculty and student relations, to determine areas in which improvements could be made.
3. Continuous study and review of the mechanics of library operation as they affect and may improve service to students and staff.
4. Study and recommendations regarding the ways in which the college library can aid the research interest of the faculty.
5. Education first of the library committee members, and through them the entire college faculty in the kinds of informational, educational, and bibliographical services that a good college library can and should provide for its community.

Regarding this latter point, in several of the colleges it seemed that there was a somewhat complacent attitude regarding the services of the library. Most requests, even for the purchase of books, were met and therefore the library was "getting-along well." In few of the college libraries was there evidence that the library was providing the kind of educational workshop and laboratory services that a well-supported college library should provide. Though the library services were "fair," they were rarely "imaginative." Virginia should expect imaginative library services for its colleges, and until libraries can educate their people to the kinds of library service it is possible to provide, the library will tend to be only a modest supplement to the curricular program, rather than the educational center of the college. It is recommended that the faculty library committees undertake the kind of study and analysis that will reveal to the college communities the discrepancy between what the library is and what it might properly become.

Again, though no detailed analysis of the financial and budgeting practices of the libraries was undertaken, certain observations seem justified. First, commendably for the institutions studied, the library is usually given substantial responsibility and authority in the management of its financial resources. In no instances was there found picayunish review of library expenditures by college administrations, though there seemed good evidence that proper controls were in effect. In general, college library budget requests were carefully and sympathetically reviewed, and the libraries given the opportunity to present their legitimate needs.

In one or two instances it was found that college library budget allocations by the central administration were somewhat "indefinite," and though the college library knew reasonably well what it might be able to spend during the coming year, no firm and established library budget allocation had been made. In part this was due to the fact that there is often the opportunity at various stages in the budget year to allocate funds not used for other college purposes to the library book budget. Such funds are most certainly useful and welcome--it is a poorly administered college library which does not have information regarding important material resourses it needs but cannot purchase with present funds, and college administrators are wise in considering the library a suitable place to invest such funds that become available and cannot be entirely forseen in advance.

Such "windfall" funds, useful as they are, should not, however, take the place of a well-planned but firm college library budget, and it is recommended that the college library in each college be given a firm and as generous as possible library budget for each coming year. Such a firm budget fosters sound planning on the part of the library staff--it enables the staff to know exactly what can be done. Items that the library cannot afford within its regular budget can be noted, set aside, and used as the basis for a request for additional funds if available, or for purchase from "windfall" funds if they come available. In several instances it was noted that the college administrations were moving commendably toward more definitive budget programming.

Allocation of the Library Book Budget

Practice among the Virginia College libraries varies widely with respect to the allocation of book purchasing funds, i. e. the assignment in advance of amounts of money to the departments of the college for the purchase of books for the coming year. In only three instances was it clear that such allocations are made in the state-controlled college libraries. Of the 10 private college libraries reporting, seven allocate book funds.

Library administration has no firmly established principle as to whether or not book funds should be allocated to departments. In the College Library Standards, the statement reads "... if funds are allocated to departments, a substantial portion beyond fixed costs for periodicals and continuations should be reserved for direct assignment by the librarian." In the opinion of this observer, there should be more instances of book budgets allocated to departments than there are. For just as the college librarian needs to know as accurately as possible the limits of his spending ability for the year, so the departments need to be given some guidelines by which to plan their recommendations for book purchases. In instances where the librarian is able to say that he purchases all the items recommended, it may well be that the departments are not giving careful attention to their book needs, i. e., they are not carefully and systematically reviewing their resources and recommending desirable additional items for purchase. A departmental allocation of funds for the purchase of books, if used by the librarian as an educational stimulus, i. e., to encourage faculty to look carefully at their needs and plan wisely for their satisfaction, can be an effective device in improving library resources and thereby library service. It is recommended therefore that college libraries in Virginia give careful study to the possibility of allocating book funds to departments and in many instances proceed to do so.

As pointed out in the American Library Association standards quoted above, a substantial portion of the book funds should be reserved to the librarian. The librarian who has over-all responsibility for the library collections must have substantial leeway to develop the college library's resources. Furthermore the librarian should be expected to have substantial influence on items bought or not bought from departmental allocations. Departmental book funds should be thought of as guidelines for development rather than irrevocably committed moneys. The competent college librarian, through tactful and informed conversations, can have substantial influence on departmental recommendations without seeming to exercise autocratic veto rights.

Purchasing

It is to the credit of all concerned that there is a remarkable spirit of cooperation and good feeling between the library staff members and the State purchasing machinery. Though library purchases are cleared through the central State office, the librarians were unanimous in their commendation of the expeditious treatment given to their orders. The State of Virginia can be proud that it gives to its librarians responsible freedom in their essential purchases, especially book and periodical purchases.

In the case of three categories of materials there seems to be room for improvement. First, the State of Virginia quite properly wishes to make use of the products produced in its penitentiary, and in some instances has urged these for library furniture and equipment, when it should have been better to depend on standard library equipment suppliers. In some instances such "substitutions" can be unduly costly, and it is therefore recommended that standard library equipment and supplies be purchased from the established commercial dealers, except in cases where it is abundantly clear that penitentiary products completely meet library specifications and standards.

Second, there seems to be a little uncertainty in some of the libraries as to whether or not state regulations for purchasing permit libraries to take advantage of discounts in ordering periodical subscriptions. These discounts are achieved by pooling subscription orders with one jobber, and by placing subscriptions for more than one year, i. e. two, three, five years or even "till forbid." In the former case savings are both in terms of cash discounts, and even more important in the saving of clerical time. In the latter case libraries, by placing subscription orders for more than one year, are able to take advantage of the reduced subscription rates most magazines establish for long-term subscriptions. It is recommended that State purchasing procedures make possible the pooling of subscription orders and the placement of subscriptions for whichever multiple years will result in the greatest cash savings.

Third, there is some uncertainty as to how libraries may carry forward book orders from one fiscal year to the next. Many librarians believe that book orders may not be placed in one fiscal year for books that will not be paid for in that fiscal year. According to information obtained for this Report, this is possible in the first year of the biennium, but not in the second. That is, books ordered in one fiscal year must be paid for out of funds already appropriated. Thus in the first year of a biennium orders can be carried forward since funds for the second year have already been appropriated. In the second year of a biennium, because the moneys are not already in hand, orders may not be placed or must be cancelled if the actual receipt of the books would come in the next biennium.

It may be commendable for a state to operate on a pay-as-you-go policy, and not to build up substantial indebtedness to become a heavy drain on additional or new funds. And certainly no one would recommend irresponsible license in committing anticipated state funds. But in the situations where libraries may not anticipate late receipt of materials, or indeed have no real assurance of when items will be received for payment, a real hardship is occasioned by the policy of the State of Virginia. Many library materials are not easy to locate quickly, and indeed for many library purchases, respectable savings may be achieved by not ordering and paying for the first copy available. For many books that are out-of-print and yet very important for the college library's teaching program, the time taken to locate such materials may be considerable, and cannot be expected to fall within a given budget or fiscal year. To require libraries to cancel such orders and place them over again when new funds become available not only wastes staff time and unnecessarily complicates the records, but in addition frequently results in increased costs. To this observer's knowledge there are few purchasing procedures anywhere in this country which produce the conditions reported in the State of Virginia. Not one single instance is known to this observer where permitting libraries to continue orders across fiscal years has resulted in even a minor problem. It is recommended that libraries in the State of Virginia be permitted to let their outstanding orders remain active, even though the filling of some of these orders may come within a different budget year. That is to say, libraries should not be required to cancel outstanding orders, that they know they will want to renew, solely because payment may occur in a different budget year. The State of Virginia may be reassured that such a practice will be carefully and faithfully administered by college librarians.

Departmental Libraries

In five of the public college libraries there are departmental libraries. As is common in library practice, the subjects usually represented by departmental libraries are the professional schools, law, and medicine, and the science departments, such as chemistry and engineering. Only in the colleges with large campuses and hence great distance between buildings is there much of a tendency to develop departmental collections.

In several of the college libraries there were "departmental collections," books purchased by the departments and housed in departmental offices, or books loaned by the central library to the department and kept in the departmental quarters. In some instances these approach departmental libraries in their scope and quantity of holdings.

In the present stage of development there seems to be no immediate crisis arising with respect to the extent, quality, and administration of departmental libraries, but there may very well be problems arising in the future and these should be anticipated.

First, where the library facilities of the central library are inadequate, there may well be a tendency for departments to want to build up their own departmental collections, both from departmental resources and from central library resources. Where this is done without careful study and planning--largely because of central library limitations--trouble can arise. Library resources become scattered, disorganized, and unavailable to other than a limited portion of the entire college community. Such departmental collections as are established should be planned with the total library program in mind, should be carefully supervised by the central library, and should be as available to the entire college community as the general or central collection.

Second, there should be a clear and careful definition of responsibility for library materials. That is, the central library, if it is to serve the entire college community, must have control over all library resources. This does not mean that the central library must autocratically move to "take over" departmental collections. But it does mean that, without central listing and central supervision of use, departmental collections can be disorganized, unnecessarily duplicating, and greatly limited in their service to the college community. It is recommended that the college libraries of Virginia move to a careful definition of the responsibility for library materials including all the library resources of the institution.

CHAPTER III

LIBRARY EXPENDITURES

The College Library Standards emphasize the importance of adequate financial support to enable the library to carry out its educational program. "The funds provided for the support of the library will in large measure determine the quality of the library resources and services. The library's holdings, the prevailing methods of instruction, the size of faculty and student body, the extent to which the college encourages and provides for individual study, and the variety of graduate offerings are factors which influence the budgetary needs of the library."

As the foregoing quotation suggests, absolute measures of library finances are difficult to establish, because so many factors affect the needs of the college library. Furthermore comparison with other institutions assumes certain adequacies in the institutions compared, as well as comparable situations and conditions. Library practice has, however, used several measures of library support and with the reservations that these may be considered as indicators rather than absolutes. One may look at:

1. Total library expenditures
2. Library expenditures per student
3. Percentage which the library budget is of total college educational and general expenditures

4. Library expenditures during the past five-year period.

Because of substantial differences in program and functions, the four graduate study institutions (The College of William and Mary, the Medical College of Virginia, the University of Virginia, and Virginia Polytechnic Institute) will be discussed separately.

Table 3 gives the college library expenditures and the expenditure per student for the four-year state-controlled colleges of Virginia.

Table 4 gives similar data for the private colleges. It will be noted that total library expenditures for 1964 ranged from $60, 006 to $146, 822 in the state-controlled colleges and from $29, 834 to $105, 034 in the privately controlled colleges.

When one looks at the figures for expenditure per student it appears that the state-controlled college libraries are less well-supported than the privately controlled colleges. Indeed the use of the full-time enrollment as the basic divisor operated to the advantage of the state-controlled colleges, i. e., it actually suggests less of a student-staff load than the institutions must actually serve. Furthermore, the enrollment figures for fall 1963 do not reflect the recent rapid growth of most of the state-controlled institutions, whereas the enrollment of the privately controlled colleges has experienced less change. The figures for Virginia State College at Petersburg, Virginia State College at Norfolk, and Old Dominion College are expecially inconclusive.

Several years ago a figure of $50. 00 per student was regarded as

Table 3. COLLEGE LIBRARY EXPENDITURES 1963-1964 VIRGINIA STATE-CONTROLLED COLLEGES

College	Total Library Expenditures[1]	Enrollment[2] Full-time-equivalent on Campus	Expenditure Per Student
Longwood College	$ 60,682	1,538	$39
Madison College	101,874	1,765	58
Mary Washington College	109,718	1,878	58
Old Dominion College	146,822	3,531	41
Radford College	78,927	1,527	52
Richmond Professional Institute	60,006	3,087	19
Virginia Military Institute	79,936	1,275	63
Virginia State College at Petersburg	123,578	1,364	91
Virginia State College at Norfolk	133,151	1,836	72

[1] Data from "Statistics of Virginia Libraries of Institutions of Higher Education, 1963-64." Virginia State Library.

[2] Data from Virginia State Council of Higher Education.

Table 4. COLLEGE LIBRARY EXPENDITURES 1963-64 AND FULL-TIME-EQUIVALENT ENROLLMENT, FALL TERM 1963, IN VIRGINIA'S PRIVATELY CONTROLLED COLLEGES

College	Total Library[a] Expenditures 1963-64	Full-time-equivalent Enrollment[b] on Campus Fall Term 1963	Expenditure Per Student
45	$ 49,302	579	$ 85
37	76,315	684	112
22	37,874	857	44
20	105,034	2,193	48
14	33,567	655	51
30	62,445	826	75
51	40,158	594	68
7	6,000	16	375
41	36,804	865	43
1	79,647	1,594	50
11	78,981	1,100	72
34	53,644	838	64
12	51,875	465	112
5	Joint Library with Another Institution		
54	67,495	1,367	49
49	39,520	650	61
16	70,667	693	102
26	53,188	677	79
19	29,834	518	58

[a] Expenditure data are taken from "Library Statistics of Colleges and Universities, 1963-64--Institutional Data," by Theodore Samore and Doris C. Holladay. U. S. Office of Education, Circular No. 769 (OE-15023-64). Data were not available in this source for three Virginia institutions--Randolph Macon Woman's College, St. Paul's College, and Virginia Union University; expenditure data for these three institutions were taken from "Statistics of Virginia Libraries of Institutions of Higher Education, 1963-64." Virginia State Library.

[b] Enrollment data are from the Virginia State Council of Higher Education.

a minimum essential average for college library expenditures, but today such a figure is out-of-date. As the cost of library materials has increased, as additional demands are made on the library for materials in many more subject fields, the library's "cost-of-living" has increased rapidly. Today an expenditure of $75. 00 per student would not be generous.

With these reservations in mind it may be noted that the per-student expenditure in the state-controlled colleges ranges from $19. 00 to $91. 00. In the privately controlled college libraries the range is from $43. 00 to $370. 00. Three of the college libraries in the state-controlled institutions fail to meet the old $50. 00 per-student expenditure standard, while four of the 17 privately controlled colleges reporting fall below this figure. If a suggested minimum of $75. 00 is used, only one state-controlled and seven privately controlled institutions measure up.

The ratio of library expenditures to total institutional educational and general expenditures was available for seven of the state-controlled four-year colleges and 14 of the private colleges. The figures are given in Table 5.

Four of the seven state-controlled college libraries fall below the suggested minimum of 5 per cent, while in the privately controlled colleges eight of 14 are below this minimum.

So many factors enter into the computation of a figure such as the ratio of library to total expenditures that it is difficult to draw conclusions. A high expenditure in an institution for off-campus extension activities may increase substantially the institution's general budget

Table 5. RATIO OF LIBRARY EXPENDITURES TO TOTAL COLLEGE EDUCATIONAL AND GENERAL EXPENDITURES OF VIRGINIA COLLEGES, 1963-64

College	Per Cent Which Library Expenditures is of Total Expenditures
State-Controlled	
Longwood College	3.2
Madison College	5.4
Mary Washington College	5.8
Radford College	3.1
Richmond Professional Institute	2.3
Virginia Military Institute	4.6
Virginia State College, Petersburg	7.6
Privately Controlled	
10	3.2
43	5.7
33	4.7
50	4.1
24	3.6
6	4.2
3	4.5
8	6.9
29	5.7
31	6.1
32	5.4
18	4.6
35	3.3
52	5.8

while having minimum effect on the demands of the library. Again, unusual expenditures in a given year may make any single year's figure exceptional. Finally, an institution with a low total educational expenditure, i. e., a poorly financed institution, may by that fact make its library appear well-supported. For these reasons many factors must be weighed in assessing the adequacy of college library support.

From the data cited above, from observations in each of the institutions, and from testimony of people in the institutions visited, it is clear that the Virginia state-controlled college libraries are operating with inadequate funds. The needs of the library for books and other materials, for better salaries for library staff, and for additional library positions call for substantially increased funds. Failure to provide such funds now will result in an accumulation of arrearages and gaps that will be impossible to make up later.

As has been suggested above, the Virginia institutions offering graduate instruction pose a special problem. To apply to them standards for a four-year college library might be interesting but would not be very meaningful. Accordingly, they should be discussed separately.

The Medical College of Virginia, since it is a separate institution not connected with a parent university, poses a special problem. In addition to its high-level curriculums in medicine, dentistry, pharmacy, etc., it has substantial enrollments in undergraduate programs such as nursing. To compare its expenditures with those of a medical library within a university system would be misleading. The library expenditure of $116,839 must be weighed in terms of the library's present program and how well it seems to be meeting the needs of its students and staff.

In the opinion of the consultant, the budget of the Medical College of Virginia library needs to be increased due to three factors:

1. Additional salary funds to meet the increased salary scales that must be adopted, plus modest annual additions for additional staff, as the library grows.
2. The increasing need for additional periodical and serial subscriptions, additional book purchases, and the increased cost of all of these materials.
3. Additional funds to enable the library to fill in some of the back files of important journals and serials that it has been unable to purchase in the past.

It is interesting to note that during the past seven years the average cost of each serial received by the library has increased from $6.80 to nearly $12.00. Library funds for the Medical College of Virginia must be increased to enable the library to keep up its collections.

It is probably not appropriate to compare library expenditures at The College of William and Mary, the University of Virginia, and Virginia Polytechnic Institute with expenditures for comparable institutions in Michigan, Massachusetts, Illinois, California, etc. And yet it is clear that in some subject fields these Virginia institutions should be the equal of almost any institution in the country. And in all fields these libraries must have solid support for the important graduate and research programs offered. It is appropriate, however, to compare the library expenditures at these institutions with expenditures at a few neighboring libraries which are somewhat comparable. The relevant information follows:

University of Virginia	$ 895,216
University of Florida	1,322,500
Duke University	1,330,954
University of Kentucky	880,881
University of Maryland	1,300,946
University of North Carolina	1,344,253
Virginia Polytechnic Institute	$ 350,965
Auburn University	418,683
Georgia Institute of Technology	481,313
Oklahoma State University	610,311
Texas A & M University	379,148
The College of William and Mary	$ 252,678
Baylor University	314,545
Emory University	644,239
Miami University	702,189
Rice University	544,967
Southern Methodist University	526,287
Texas Christian University	357,808

It would be equally possible to compare these Virginia libraries with other institutions whose library expenditures would not be as great. And yet it would be hard to maintain the proposition that any of the above mentioned institutions have either greater needs or greater resources than the State of Virginia. If one also takes account of the fact that these

Virginia institutions are a part of a national picture and should look to national rather than regional comparisons, it is clear that substantial additional funds are needed for the support of the libraries.

In each of these three institutions there are peculiar circumstances which accentuate the problem. At Virginia Polytechnic Institute a special fund has been available recently, which means that its library expenditures during the past two years are substantially above average. At the University of Virginia and The College of William and Mary there are special funds which have been built up over the years from gifts and donations. If these funds were separated from the library's expenditure figures the picture would be even darker. Such special funds help the library, but they are not the same as unrestricted, regular funds that can be applied to the entire library program. In many instances they are committed to special projects and special resources and, valuable as such special collections are to the institutions' resources, they do not substitute for the basic research and scholarly materials that must be provided in other fields. It is recommended that such special funds be used for the strengthening of areas of outstanding excellence in the libraries and that adequate funds be provided for the general basic excellence of the institution in other fields of graduate and research study.

One other measure of library finance has been suggested--namely the extent of support of the library for a period of years. Since reasonably adequate and reliable information was available for expenditures for books and periodicals over the years 1959-64, these figures were used in looking at the extent to which the libraries have been given consistent and sustained support.

Table 6 gives the annual book and periodical funds for the state-controlled colleges, 1959-64, while Table 7 gives the same data for the privately controlled colleges.

With one exception, Richmond Professional Institute, books funds in the state-controlled institutions have increased between 1959 and 1964. It is also interesting to note the variation in expenditures for books and periodicals from year to year, e. g. , the high expenditure for Mary Washington College in 1959-60 and the reduced expenditures from 1960 to 1963. It is to the credit of the State of Virginia that in most of the institutions where enrollment and programs have been expanding rapidly, (e. g. Old Dominion College, Virginia State College at Norfolk, and Virginia State College at Petersburg) book and periodical funds have been increasing. It is worthy of note that, in each of the state-controlled institutions, at least once and sometimes more than once during the five-year period expenditures for books and periodicals have been substantially below the level of the previous year.

In the privately controlled colleges there seems to be less yearly variation. With the exception of one or two unusual years, a more consistent pattern is maintained than in the state-controlled institutions.

To the question, are these funds for books and periodicals adequate, the answer must be no. While they do permit the libraries to add

Table 6. ANNUAL EXPENDITURES FOR BOOKS AND PERIODICALS 1959-64, STATE-CONTROLLED COLLEGES AND UNIVERSITIES

College	1963-64	1962-63	1961-62	1960-61	1959-60
The College of William and Mary	$102,628	$ 78,263	$ 39,661	$ 49,771	$ 35,266
Longwood College	14,335	14,806	15,858	11,634	9,574
Madison College	21,188	23,939	22,511	27,489	20,092
Mary Washington College	27,730	16,013	15,294	14,056	26,438
Medical College of Virginia	22,439	22,756	25,603	17,494	13,793
Old Dominion College	67,847	55,768	47,631	48,088	32,211
Radford College	26,583	28,406	21,945	20,205	21,730
Richmond Professional Institute	17,899	18,234	15,696	17,142	29,404
University of Virginia	311,869	314,327	162,833	184,727	165,734
Virginia Military Institute[a]	33,000	26,000	31,957	14,975	11,442
Virginia Polytechnic Institute	97,161	99,530	53,934	52,983	46,072
Virginia State College at Petersburg	39,789	15,812	27,685	27,648	19,289
Virginia State College at Norfolk	53,907	35,930	17,793	18,980	15,181

a Virginia Military Institute figures include binding.

Table 7. ANNUAL EXPENDITURES FOR BOOKS AND PERIODICALS 1959-64, PRIVATELY CONTROLLED COLLEGES AND UNIVERSITIES

College	1963-64	1962-63	1961-62	1960-61	1959-60
28	$18,907	$19,955	$11,668	$11,274	$11,200
42	10,705	13,048	12,835	10,302	11,289
11	26,202	21,925	20,914	22,375	14,701
23	10,640	10,273	10,293	10,210	8,510
17	18,408	20,099	26,556	42,480	-
2	20,538	19,122	16,519	14,750	13,318
40	11,641	9,841	6,430	5,713	6,202
44	25,806	21,600	27,349	12,980	10,542
4	18,000	16,199	12,253	10,240	5,952
47	6,274	6,734	8,423	6,060	7,458
38	39,711	31,680	-	-	-

significant volumes annually, it was evident in almost all of the institutions visited that there are requests for far more purchases than the libraries can order. Faculty and students in the colleges are having to do without important book and periodical resources that would do much to enrich the educational program of the institutions.

When one looks at the figures showing the percentage of increase or decrease in book and periodical funds over the past five years, the picture is more encouraging. Table 8 gives the average annual change in book and periodical funds for the state-controlled and privately controlled colleges.

In the state-controlled colleges the average annual change in book and periodical funds range from -8. 9 per cent at Richmond Professional Institute to +42. 6 per cent at Virginia State College at Norfolk. At Richmond Professional Institute this figure is affected by substantially higher expenditures in 1959-60 than in any succeeding year, while at Virginia State College at Norfolk, substantial increases in expenditures (due in part to a drive for gift funds) resulted in substantial increases in 1963 and 1964. Virginia State College at Petersburg had an unusually large drop in expenditures from 1962-63 to 1963-64, actually a decrease of 42 per cent, but rebounded with an increase of more than 150 per cent the following year. It is to the credit of the State of Virginia that book and periodical funds in most of the state-controlled colleges have shown a steady growth over the five years past and this augurs well for the

Table 8. AVERAGE PERCENTAGE INCREASE IN BOOK AND PERIODICAL FUNDS 1959-64, STATE- AND PRIVATELY CONTROLLED

College	Average Annual Per Cent Increases
State-Controlled	
The College of William and Mary	+37.3
Longwood College	+12.0
Madison College	+ 3.4
Mary Washington College	+10.0
Medical College of Virginia	+15.1
Old Dominion College	+21.8
Radford College	+ 6.1
Richmond Professional Institute	- 8.9
University of Virginia	+23.0
Virginia Military Institute	+38.1
Virginia Polytechnic Institute	+24.7
Virginia State College, Petersburg	+38.0
Virginia State College, Norfolk	+42.6
Privately Controlled	
28	+17.5
42	+ .1
11	+17.5
23	+ 6.0
17	-23.4[a]
2	+11.4
40	+19.0
44	+33.0
4	+33.7
47	- 1.7
38	-

[a] Average of four years, 1960-61 to 1963-64.

continued future growth of the libraries.

In the privately controlled colleges two institutions have had average annual decreases in book and periodical expenditures. In College #47 expenditures in 1963-64 were actually lower than in 1959-60. In College # 17 expenditures have declined by 37 per cent from 1960-61 to 1961-62 and by 24 per cent from 1961-62 to 1962-63.

As has been pointed out funds for books and periodicals are the lifeblood of the college or university, providing the institution with the necessary materials to underwrite the educational program of the college. If these funds are not adequate and are not regularly increased to meet increased costs, and the needs of additional enrollments, and curriculum expansions, the institution must surely suffer. It is recommended that the book and periodical funds of the Virginia college libraries be increased annually to enable the libraries to keep up with the demands of scholarship in the state-controlled institutions.

In several of the institutions, enrollment is expanding rapidly, new instructional programs are being established, the institution is of more recent establishment or enlargement, or there is a combination of these factors. In such cases the library suffers by not having been able to acquire over the years much of the retrospective literature that an older institution would have been able to purchase through the years. In such cases special attention should be given to funds beyond the regular ongoing budgets to enable these libraries to build up the resources that they have not had time to acquire. It is recommended that special funds be set up, perhaps under the supervision of the State Council of Higher Education, for allocation to the libraries of those state-controlled institutions which have substantial arrearages, or are adding to their curricular and instructional program.

CHAPTER IV

LIBRARY PERSONNEL

"The library should be operated by a broadly educated and highly qualified staff of professional librarians, under the direction of a chief librarian. The professional librarian is defined as one holding a graduate library degree... In addition to the professional librarians the library should have an adequate non-professional staff." Thus the College Library Standards of the American Library Association define the requisites for effective library service in terms of adequate library personnel. How do Virginia libraries measure up?

Several factors enter into the problem of adequate staffing of the college libraries. Is the staff adequate in number? Are the staff members well-qualified? Are the conditions of personnel service and administration conducive to obtaining and retaining well-qualified librarians and other staff members? Each of these questions will be reviewed briefly.

Size of the Library Staffs

College Library Standards do not specify exact numbers of library staff members required for different sized libraries, emphasizing that the number of staff members required depends substantially on many factors, the character of the institution, the size of its student body and faculty, the arrangement of the library building, etc. Several formulas have been used, however, to provide some indication of the adequacy of the staff, one of the best of which is that developed by the State University of New York for its teachers college libraries. By this formula five professional and three clerical staff members are required for the first 750 full-time regular session students; each multiple of 500 additional students requires the services of one additional professional and one additional clerical position. The Virginia college libraries may be reviewed against these "standards." Table 9 gives the information. Since The College of William and Mary, the Medical College of Virginia, the University of Virginia, and Virginia Polytechnic Institute represent special problems they are omitted from the data in Table 9.

In developing Table 9, enrollment figures for the fall of 1963 were used as a basis for calculating the number of staff members needed to meet the recommended standards. The figures shown for the number of present staff members are for the spring of 1965. Thus in comparing present staff with recommended staff, it must be remembered that the table shows the extent to which the number of staff members presently employed would have met the needs of the fall enrollment in 1963. Increases in enrollment since the fall of 1963 therefore blur the comparison somewhat, and make the shortage seem less than it really is.

Compared with the suggested minimum number of staff members in the New York State formula, only two institutions seem to measure up, Virginia State College at Petersburg and Virginia State College at Norfolk. While one may not agree completely with the New York standards, it seems clear that most of the state-controlled college libraries of Virginia

Table 9. PRESENT STAFF IN VIRGINIA COLLEGE LIBRARIES AND STAFF RECOMMENDED TO MEET STANDARDS

College	Number of Present Staff Members		Number of Staff Members Recommended to Meet Standards	
	Professional	Non-Professional	Professional	Non-Professional
Longwood College	4	4.5	7	5
Madison College	5.5	4	7	5
Mary Washington College	5	8	7	5
Old Dominion College	4	13	15	13
Radford College	4	4	7	5
Richmond Professional Institute	2	5	15	13
Virginia Military Institute	4.5	6	6	4
Virginia State College at Petersburg	9	11	6	4
Virginia State College at Norfolk	11	8	7	5

are seriously understaffed. And this conclusion was born out in every instance by observing the demands on the libraries, the work to be done, and the needs of the college communities. Indeed it was the Consultant's observation that in the Virginia college libraries the staff was not adequate in number to keep up with the minimum on-going activities required for the routine operation of the libraries. Even more serious is the fact that the shortage of staff severely limits the amount of educational, informational, and advisory services which the college libraries should be giving. Virginia colleges are suffering from the inability of the libraries to give the kind of educational service that would add so much to the intellectual contributions of the institutions.

At The College of William and Mary, Medical College of Virginia, the University of Virginia, and Virginia Polytechnic Institute the problem of evaluating the size of the staff is quite different. No standards are available and properly not so. Institutions with the special programs, the research activity, and the special resources, such as these institutions have, can be evaluated only in comparison with similar institutions, and then only for indications. The crucial factor in determining the desirable size of staff for a multi-purpose institution is the needs of the institution itself. And certainly the experience of the Consultant testifies to the arrearages of library services and activities in each of these institutions.

Virginia should not be averse to comparing its graduate institutions with some of the strongest institutions in the country. For though Harvard

University, Yale University, Princeton University, the University of Michigan, and others are obviously larger and more complex institutions, Virginia properly can and should set its standards higher than mediocrity. If Virginia Polytechnic Institute, The College of William and Mary, and the University of Virginia are compared with some of the better Southern institutions in terms of number of staff the figures are revealing:

Number of full-time members in:

University of Virginia Library	100.5
Duke University	143
University of Florida	152
University of Kentucky	99
University of Maryland	140
University of North Carolina	115
Virginia Polytechnic Institute	50.6
Auburn University	53
Georgia Institute of Technology	55
Oklahoma State University	63
Texas A & M University	46
The College of William and Mary	28.75
Baylor University	31
Emory University	73
Miami University	95
Rice University	44
Southern Methodist University	55
Texas Christian University	36

Certainly no one would argue that each of the above mentioned institutions is exactly comparable in its program and service, but the comparisons reinforce the Consultant's firm judgment that the libraries of Virginia colleges are understaffed. It is recommended therefore that funds be provided to increase the library staffs of the Virginia colleges, and that each institution adopt a program of proposed additions to the staff each year until the number of staff members is adequate in size to provide imaginative and efficient library service.

Quality of Library Staff

No exhaustive study was projected to evaluate the professional qualifications of the librarians employed in Virginia college libraries. Other than very limited observation during the visits to the institutions, no appraisal was attempted of the quality of the library staff. From these observations it is possible to suggest that Virginia is fortunate in the caliber of its professional librarians. They know what they are doing, they are aware of good library practice, and they are devoted to the service of their institutions. In only a few cases was there suspicion that professional staff members were not living up to their responsibilities. The impressions were thus, on the whole, very favorable.

Two bits of statistical evidence may be of some interest regarding the quality of the library staffs. First, the ratio of professional to clerical staff can give some indication of the competence of the staff. Desirable ratios vary widely with the peculiar local conditions, but a high proportion of professional librarians would indicate waste of qualified talent in non-professional tasks, while a high proportion of clerical staff would indicate lack of adequate professional service to the community. In only one or two instances were these proportions judged to be unbalanced. The evidence from the ratio of professional to clerical staff supports the favorable impression concerning the quality of the library staffs.

The second bit of evidence regarding the adequacy of the library staff in terms of professional qualifications is the number of unfilled positions, plus the number of positions temporarily or permanently filled with persons whose qualifications are below those required for the job. At the time of the visits by the Consultant, 20 professional positions were unfilled, some having been vacant for long periods of time. These 20 positions that were unfilled represented 17 per cent of the total professional positions in the state-controlled college libraries. In addition seven professional positions were temporarily being filled with persons in lower grades of the personnel classification scheme. It is clear from these data that Virginia college libraries are not adequately staffed with qualified people. This conclusion refers to the shortage in numbers of staff members, rather than to the qualifications of those actually in service.

While there is a serious national shortage of qualified professional librarians, the situation in Virginia seems to be more serious than it should be. Steps must be taken to enable the Virginia college libraries to recruit and employ qualified people.

Personnel Conditions

As suggested by the foregoing information, the situation with regard to the staffing of Virginia libraries is far from ideal. Several factors are involved.

Virginia college libraries operate under the State's personnel system which establishes certain personnel classifications together with the standards for qualification, typical duties, and salary ranges. Appointments in college libraries to library positions must be fitted to the librarian series. Salary ranges[1] for the librarian series are:

Librarian A	$ 5,640 - 7,032
Librarian B	6,432 - 8,040
Library Director A	7,344 - 9,168
Library Director B	8,784 - 10,992
University Library Director	10,992 - 13,128

Minimum entrance qualifications for the Librarian A series include "Graduation from an accredited library school or education equivalent to graduation from a standard college and possession of a librarian's certificate." This is the standard required throughout the library profession for professional librarians.

It is abundantly clear to the Consultant that the present salary ranges for the Librarian A and Librarian B series are inadequate. Time after time librarians reported inability to recruit qualified librarians for beginning positions at the salaries listed above. In instances where positions were filled, the library had to settle for a candidate who was not the first choice, or as happened many times, employ the person who for one reason or another had to work, or very much wanted to work, in the community where the library was located. Among the librarians on the staff of Virginia college libraries there are many persons who remain because their husbands are in the community, or because their homes are there, or for other personal reasons. In many of these cases the change of home conditions, e. g. , the husband moving to another job, results in turnover of personnel--a costly thing for the library.

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[1] Since the data for this Report were gathered the salary ranges in the librarian series have been upgraded.

In a recent survey of the placement of 1964 library school graduates, the average beginning salary of all the graduates was $6, 145. When one remembers that many library school graduates must accept positions in selected communities, or where their families are, or where they have special ties, rather than accepting the most challenging position with the best salary, it is clear that recruiting the best library school graduates would be difficult even at a beginning salary of $6, 145. Of the library schools reporting the highest salaries accepted by their graduates, only three reported maximum salaries of less than $7, 000. Thus if Virginia wished to attract the best library school graduates from most of the library schools, an entering salary of $7, 000 would be adequate only for three library schools. It is reported to the Consultant that in a neighboring state beginning salaries for college librarians are $6, 800.

It is clear that the present salary scale in the Virginia librarian series is low, and it is recommended that it be established at ranges of $6, 200 to $7, 500 for Librarian A and of $7, 000 to $8, 500 for Librarian B. Virginia should not have to depend for its librarians on people who have to live in the library's community, or who love the State so much that they are willing to make financial sacrifices in order to live there.

It is also clear that the salary range for Library Director A, Library Director B and University Library Director are equally out-of-line with realistic conditions today. Here, however, a different solution is desirable. College Library Standards state that professional librarians should have faculty status. In Virginia they do not. All library positions with a few minor exceptions are classed under the State personnel series and must conform to the conditions of those series. Such conditions include established salary ranges, as well as such factors as insurance, retirement, vacations, and sick leave. In Virginia, if college librarians are to have faculty status, they are required to have classroom teaching assignments equivalent to half time. In such cases they are removed from the State personnel series and classified as "teaching or research" and are thus subject only to the conditions governing other college faculty members.

Under the State of Virginia's personnel system, academic positions which are regarded as teaching or research for half-time or more are exempted from the State's classified service and subject only to nominal supervision by the State. Thus professors may be hired at various salaries, promoted when qualifications warrant, and are subject to different conditions of tenure. Librarians have not been included in the teaching and research categories, unless their actual classroom teaching activities met the 50 per cent time standard. Certain other kinds of college appointments have been classed as "faculty" rather than "State civil service," among them faculty who supervise student teachers and student personnel staff members. Other university or college positions have not been exempted from the State service, e. g., personnel in some of the extension programs.

The argument that librarians are not teachers or researchers unless they are in the classroom does not seem to be a valid one. Most public service library positions are concerned with the most important kind of teaching of all, the aid to the individual in seeking and finding new knowledge. Much of the public service librarian's time in the college library is involved in the most difficult and complicated kind of research, the location of information recorded some time past in the literature of scholarship. Even at the public desks where a large part of the business is locating a specific book, the librarian is performing frequently a kind of reading guidance service that is a fundamental part of the student's educational experience.

While many of the "behind-the-scenes" library operations do not involve direct instruction or guidance to students or staff, they are heavily concerned with research, are directly in support of research and teaching activities, and are an essential part of the educational program of the institution. To argue that they are not academic in the truest sense of the term is to misunderstand their important function in the educational program of the college.

Years ago, when state personnel systems were becoming established and when the personnel conditions of many state services left much to be desired, there was good reason for widespread inclusion of state postitions in the state service. With the growth of better personnel standards and administrations, with the increased professional training now available and required for many positions, states may well leave to their reputable agencies the establishment of salary scales, conditions of employment, etc. Certainly this is true in librarianship. College libraries no longer need the protection of state civil service systems--indeed they are well-qualified now to establish their own conditions for library staff.

In a recent survey of state-controlled colleges and universities it was found that 39 states give bonafide faculty status to their professional librarians in some of their colleges. Included in the list are several neighbor states of Virginia, the states with whom Virginia must compete most frequently for qualified staff.

While a good case could be made for including all professional library positions in the teaching faculty status, other arguments could be advanced for leaving, at present at least, the two beginning grades of Librarian A and Librarian B as a part of the State service. Since there are many of these positions in the public libraries of Virginia, as well as in many school libraries, there is some reason for uniformity and consistency. Indeed the major argument for including positions in a classified service is the argument that there are many such positions in different public agencies, and they are sufficiently similar in their duties, responsibilities, and qualifications that they can be appropriately governed by one set of conditions. When one comes to advanced positions, particularly in the libraries of educational institutions, positions become individualized--serving the particular functions and challenges of the given institutions. As such, they are much less amenable to classification and pay plans covering large numbers of persons.

In view of these conditions it is recommended that all professional library positions in Virginia college libraries except Librarian A and Librarian B be classed as teaching and research and placed under the personnel conditions governing the teaching and research faculty of the institutions. It is believed that this step will enable Virginia libraries to recruit and retain better qualified librarians and to assign them duties and responsibilities in accord with their qualifications. It is interesting to note that of the 11 private college libraries reporting, only two do not accord faculty status to at least some of their professionally qualified librarians.

From the foregoing discussion it is clear that recruiting of qualified librarians will be essential if Virginia libraries are to fill properly their vacant positions and the additional positions they must create in the next few years. The increasing of the salary schedules for Librarian A and Librarian B will permit Virginia libraries to compete in the salary market for qualified librarians. In addition, if positions above the two first grades are reclassified to faculty status as recommended, this will prove an added inducement for librarians to consider college library careers in Virginia.

With the current shortage of librarians in the nation, further steps must be taken to encourage qualified Virginia young people to attend graduate library schools and qualify for professional library positions. To this end it is recommended that Virginia establish liberal conditions of leave for graduate study, so that younger members of library staffs, interested in librarianship as a career, can go to library schools in other states, perhaps with partial salary. It is further recommended that through the Southern Regional Education Board, the State of Virginia make arrangements with library schools in other states for grants-in-aid, reduced tuition, and fellowships or scholarships for Virginia residents wishing to prepare for professional library service in a type of training not presently available in institutions of higher education in Virginia. With a modest investment of funds, Virginia can encourage more of its young people to become qualified for library work and with improved salary conditions, the attractions of living in Virginia will result in many students returning for their professional careers.

In addition to proper and adequate salaries, certain other conditions of employment are essential for successful personnel programs. In the main, working conditions of Virginia college libraries are good. In the newer libraries and those with recent additions the physical surroundings are pleasant and the library's quarters comfortable. In few of the college libraries are poor working quarters a major problem.

Most of the librarians in the Virginia college libraries participate in the "fringe benefits" of the State service, contributory retirement program, contributory group insurance, health and accident insurance program, etc. Though these are not among the best in the nation, they seem to be quite respectable. For those librarians who are actually teaching, certain of the faculty "fringe benefits" seem more valuable than those of the State system.

In one instance it seems that working conditions for librarians are unsatisfactory compared both with faculty conditions and with conditions generally throughout the library profession, i. e. , in vacation allowances. Under the State system annual vacation leave is 12 working days per year, with 18 days of vacation after ten or more years of service. This is in contrast to standard conditions in the library profession which call for one month of annual vacation leave. Furthermore, this puts college and public librarians at a disadvantage compared with school librarians where the normal appointment is for nine or ten months. In addition, preparation for most school library positions involves only a four-year college course in which are included major courses in library science.

All the college libraries report that they are able to make some allowance for library staff travel. This includes leave for professional meetings and varying amounts of funds for aid in travel expenses. Of the four-year college libraries (not including the graduate study institutions) the largest amount reported was $750 for staff travel. Staff travel, not only for professional meetings but also for study and research, is an important aspect of a library's personnel program, and aids the library in combating insularity. Virginia libraries are wise to make generous provision for this kind of professional improvement.

It was reported to this Consultant that there is a limitation on the use of travel funds for trips beyond the Mississippi River. While there must obviously be some limitations on the amount of funds for travel expenses, a policy of not reimbursing travel costs incurred beyond the Mississippi River seems unnecessary and unwise. A check with the State Comptroller's Office brings information that there is no such policy at the State level, so it would appear that the geographical limitation on travel is one imposed locally by one or more institutions. Good practice would permit libraries to reimburse whatever reasonable travel costs they can afford, rather than to establish a geographical limitation. It is recommended that institutional limitations on reimbursement of travel costs beyond the Mississippi River be removed.

Personnel has been called the "key to library service," and certainly its importance cannot be overestimated. The finest buildings, the finest collections, the most liberal financial support, all are basic but supplementary to the library staff members who actually carry out the library's program. In all the visits and discussions throughout the survey it was clear that personnel problems are at the heart of most of Virginia's college library problems. This was the subject most frequently emphasized and most often returned to during the visits. As is pointed out in the section on finances, money is important to successful college library operation. But money alone is not enough--the standards and conditions of service of library staff members must be adequate and competitive. It is believed that the foregoing recommendations will enable Virginia college libraries to take substantial steps toward solving their personnel problems.

While only gross figures of library use (circulation and attendance records) were collected for this Report, some impressions were obtained regarding the informational, bibliographical, and educational services the libraries were able to provide for their students and staff. And while the libraries were oriented toward extensive personal services, the limitations in size of staff prevented the libraries from doing as much as they properly could and should. Virginia colleges can and should expect much more library assistance to their curricular and research programs, if the libraries are given increased support and the necessary additional staff that will enable them to serve extensively the educational needs of the colleges.

CHAPTER V

INTER-LIBRARY COOPERATION

More and more libraries today are turning to inter-library cooperation as a means of helping to meet some of the pressing problems of library service occasioned by increased demands, the "explosion" of knowledge, and inadequate finances. The greatly increased production of scholarly literature, together with the increased cost of materials, has placed great strains on library budgets. Inter-library cooperation is one way in which libraries may extend their services without unnecessary duplication of services and facilities. In recent years Virginia has taken significant steps in the direction of cooperative activities, to the credit of its state leaders and librarians.

In any discussion of inter-library cooperation, one point should be made clear. Inter-library cooperation cannot be a substitute for the essential local services that each library must provide. Cooperation can extend and improve library service, but it cannot take the place of the day-to-day activities that the college library must provide for its clientele.

Four types of cooperative activities will be discussed briefly: cooperative purchasing, the cooperative teletype network, interchange of information regarding holdings and resources, and cooperation in assignment of collecting responsibilities.

Cooperative Purchasing

Through the initiative of the Governor of Virginia a special fund was established in 1964 for a cooperative purchasing program and the installation of a TWX network. The operation of the cooperative purchasing program will first be discussed.

Through a central office in the Old Dominion College library, selection is made of new books reviewed in the journal Choice in eight subject categories. The books selected are then sent directly with catalogue cards to each of the participating libraries by the dealer. As a result, each library receives the equivalent of about $2,000 worth of new books annually. The program was established as an experiment in central purchasing of books and is now in its second year of operation.

Fifteen colleges are at present participating fully in the cooperative purchasing program, including nine of the four-year and six of the two-year state-controlled colleges. In addition the University of Virginia participates as a paying member, without benefit of the $2,000 annual grant for new books, to obtain the discount savings. Invitation has been extended to the privately controlled colleges in Virginia to participate on the same basis as the University of Virginia.

Criticism of the project hinges about two problems. First, there is complaint that the new books selected often duplicate books already ordered by the college librarian. Among the colleges visited the estimate of duplication ranged from almost none to about 35 per cent.

Second, there is complaint that it takes too long for the books included in the project to be received at the individual library. In general, this time period varies, but it may be as much as a year after a book is published before it is received under the program.

Off-setting these criticisms are the following advantages of the project:

1. The project represents a supplement of about $2000 annually to the book budgets of each institution.
2. The savings in cost per volume vary for each library but the discounts received from the cooperative purchases represent a saving of from 5 to 10 per cent more than the normal discounts received by individual libraries.
3. Though hard to estimate in dollars and cents, there is a considerable saving in staff time in each of the cooperating libraries. This is partly because Library of Congress printed catalogue cards are supplied with each book in the project.

To correct completely the difficulties noted above would introduce additional costs in the program. For example, duplication of purchases could be avoided but at a substantial increase in records and correspondence. Similarly, earlier acquisition of the books selected would be possible if a much more complicated system of selection were introduced. Since in general, this amount of duplication seems minimal except in perhaps one institution, and since the duplication that results may very well be justified in several of the libraries, it does not seem wise to introduce added machinery into the project to correct these difficulties.

Virginia is to be commended for introducing this experiment and it is recommended that it be continued and its volume increased, with perhaps a doubling of the amount appropriated and the addition of several more subject fields. Continuation and extension of the project is especially needed to provide added experience as a basis for a decision regarding long-term operation in the next few years. Also, it is recommended that each of the state-controlled two-year colleges participate in the cooperative purchasing of library books.

Teletype Network

In 1964 an experimental TWX network was set up, so that an institution might quickly ascertain if a needed book, not available in its own library, could be borrowed by inter-library loan from another cooperating college.

Only four of the libraries visited reported use of the TWX network, and if the cost per call were computed from this first year of operation it would indeed be a high figure. The four libraries reporting use of the network all attest to its usefulness. As one bit of evidence, the time required for inter-library loans by TWX users has dropped from ten days or two weeks to 17 or 48 hours. To balance this saving against unit costs is difficult.

Again, it should be clear that a program such as this cannot be fully assessed in the brief period in which it has been operative. That it has saved many hours of time is evident. That its unit cost is high is equally evident. Costs could be lessened by elimination of low-use stations, but this should be done only if such stations have little to gain and little to contribute by being a part of the system.

While it may be sometime before the library TWX installations can realize their true worth, it is recommended that the installations be continued and expanded. In addition to the better service that will result, library cooperation among the Virginia libraries will be encouraged and this alone may well be worth the cost of the installations.

It should be noted that certain libraries, notably those of the University of Virginia and Virginia Polytechnic Institute, will receive especially heavy demands. Meeting these broader research needs of the State should not be at the expense of service to students and faculty of the two institutions. As the TWX program grows and expands, special funds should be provided to permit the libraries facing heavy demands to meet these without diverting their already limited resources. These demands for service arise not only from academic institutions, but from a wide variety of business and industrial organizations.

TWX installations should be a part of a broader program of interlibrary cooperation in Virginia. If and when such cooperative activities are extended, other libraries may well be added to the network. Particularly useful in the near future may be installations at one or more of the major teacher-training colleges.

Interchange of Information Regarding Holdings and Resources

In two regions of the State of Virginia there have been respectable collection and exchange of information regarding library resources and holdings. In the Richmond area, though no formal cooperation seems yet to be organized, there is a great deal of common knowledge among libraries and librarians regarding the special resources of the Virginia State Library, the University of Richmond library, the library of the Virginia Institute of Scientific Research, the library of the Medical College of Virginia, the Richmond Professional Institute library, the Richmond Public Library, and the library of the Virginia Historical Society, to mention only a few of the larger institutions.

In the Norfolk area during the past year there has been an extensive exchange of information about the assets of the 60 or more libraries in that area. In addition to a brief description of the kinds of materials each library collects, it is hoped to develop in the near future a brief-entry type of Union List of Serials. Already the discussions seem to have resulted in a quite respectable amount of inter-library use and co-operation.

Informally, there is growing up among the librarians of Virginia considerable knowledge of the resources of each library though much of this information is casual and unorganized.

All three of these situations are to be commended. They indicate a spirit among Virginia librarians of willingness to cooperate, a regard for the needs of the scholar and student, whether on their own campus or not. There seems to be a very salutary climate in Virginia for further cooperation to extend and improve library resources.

It is recommended that the State Council of Higher Education develop and disseminate information regarding library resources of Virginia, particularly with regard to the special collections that are not normally to be found in many libraries. This might well take the form at first of a brief handbook of Virginia libraries, detailing hours of service, clientele served, and special resources available. From this may well grow union lists and union catalogs, in special areas where they would be useful, e. g. scientific journals.

In 1947, Dr. Robert B. Downs recommended an extensive program of cooperation for libraries, particularly in the Richmond area, including a union catalog and bibliographical center. With current developments in information retrieval, communication devices such as teletype, the union list developed locally and the regional bibliographical center may be superseded by new devices. It is believed that at the moment what is needed in Virginia most is a modest but imaginative program of cooperation and experimenting in cooperation, rather than a massive establishment of a cooperative center or agency. This is why it is believed that the Governor's special fund for central purchasing and the TWX network was most imaginative and forward-looking.

Cooperation in Assigning of Collecting Responsibilities

One of the most imaginative programs of library cooperation in recent years was the so-called Farmington Plan inaugurated years ago by the Association of Research Libraries. Essentially this plan proposed that for foreign publications, various member libraries endeavor to acquire every worthwhile item in a selected subject field and that each item be listed in the Library of Congress Union Catalog. Thus the scholarly world could be assured of finding in some American library the major foreign publications in all subjects. The subjects in which the libraries agreed to collect foreign publications were carefully selected and assigned by cooperating libraries to augment their own special resources and contribute to their special programs.

On a lesser scale the principle of the Farmington Plan has possibilities for Virginia libraries. Several of its state-controlled as well as privately controlled colleges have special fields of interest in which they can be expected to collect library resources more extensively than other institutions. For example, Virginia Military Institute has unusually strong collections in military history, while Virginia State College at Petersburg has particular interest in having an outstanding collection of material regarding Africa. Further establishment, recognition, and development of such specialties could assure the State of Virginia much more nearly complete library resources than a haphazard collecting program would yield. At the same time, it would relieve other libraries of the necessity of acquiring very expensive and probably little used material.

Collecting specializations should never absolve an institution from providing on its own campus the materials needed for its institutional program. A library cannot properly depend upon another library to serve the essential needs of its students and staff. Thus cooperation must never be used to supplant regular service--it must be used to augment and enrich. As Virginia institutions develop unique programs, develop certain strengths, become distinctive in certain fields, library development in support of these programs can both enrich the local institution and serve as an added dividend for scholars in other communities.

A special word should be added regarding the University of Virginia library, The College of William and Mary library, and the library of Virginia Polytechnic Institute. Since these three libraries represent the strongest collections in the state-controlled institutions of higher education, they will naturally be heavily involved in state-wide library cooperation. Except perhaps for medicine and library science, one could expect one of these three libraries to be the most likely source for almost anything wanted. Certainly this should be recognized and allowance made for it. If these libraries are to serve more than their local students and faculty, they must be supported over and above what is required for their immediate institutional needs.

But if successful cooperation is to be developed in Virginia, it must involve more than the three largest libraries of the State. Thus as the other state-controlled and privately controlled colleges grow and develop, they may well be given larger responsibilities in the collection and dissemination of research resources. In the instances cited above, Virginia Military Institute might well serve the State in the field of military history, Virginia State College at Petersburg in African history, Madison College in library science materials, and Madison College or one of the other colleges with a major program in teacher-preparation could serve as a resource for materials in the field of education. Even if in some of these subjects the larger library's resources are more extensive, some of the burden of extra-curricular service could be spread among more institutions of the State.

While there is a most encouraging atmosphere of willingness to cooperate among Virginia libraries, there needs to be further opportunity and further stimulation. Librarians of the Virginia colleges are sufficiently engrossed in their important local responsibilities and cannot be expected automatically to look beyond their own walls for additional problems. Some arrangements and some incentives are needed to enable Virginia libraries to move forward in the various activities outlined above.

To this end it is recommended that, under the State Council of Higher Education, there be continued the Library Advisory Committee. It is further recommended that its membership include one person from each of the state-controlled four-year college libraries, and that there be considered the possibility of handling some of its business through a small executive committee.

In the main, the functions of the Library Advisory Committee should be twofold--to provide for study of and solutions to common problems, and to provide for study of and initiation of further steps in library cooperation. The committee should be provided necessary funds for meetings, travel, and such secretarial assistance as could not easily be provided by the State Council of Higher Education. It should recommend to and seek the support of the State Council for funds to carry on such studies and projects as arise from its deliberations.

Already the libraries of Virginia are oriented toward cooperation. Further steps needed to capitalize on this interest are not massive, expensive programs, but continued opportunities to talk, study, define, and propose. It is believed that a useful first step in this direction would be the permanent establishment of the Library Advisory Committee.

CHAPTER VI

THE STATE-CONTROLLED TWO-YEAR COLLEGE LIBRARIES

Since several of the state-controlled two-year college libraries in Virginia are very new, it is easily understandable that their library resources are "developing," and have not yet reached acceptable standards for junior college libraries. This Consultant's impression, however, is that several of the two-year colleges are laying the ground-work for becoming four-year colleges in the near future, and in such cases it is particularly important that they develop their library resources rapidly and extensively. Though only three of the state-controlled two-year college libraries were actually visited, several conclusions can be drawn from the data collected by the Higher Education Study Commission.

Buildings

Junior college library standards established as the minimum for the student seating capacity, 25 per cent of the full-time-equivalent enrollment. Almost the only libraries meeting this standard are the very new colleges whose enrollment is still very small. But this standard should be used as a bare minimum only, since most of the two-year colleges are "day colleges," where it is even more important that a large percentage of the student body be able to find seats in the library. In the three two-year colleges visited by this Consultant, the seating capacity is substantially below what it should be for the colleges' program and enrollment. A scanning of the figures for the privately controlled junior colleges suggests that they are much better off in regard to seats for readers.

Junior college library standards recommend a minimum book collection of 20,000 volumes. In no one of the two-year colleges is there adequate stack space for a collection of this size. Indeed the only colleges which are not approaching present capacity of stacks are those with very small collections, e.g., Lynchburg Branch, Roanoke Technical Institute, Clifton Forge-Covington Community College, and Patrick Henry College.

Work space for staff seems to be entirely inadequate in all but four of the college libraries (125 square feet per staff member is minimal). Even in Christopher Newport College which seems to provide adequate space, the situation is undesirablely crowded, for the work space is actually used extensively for book storage.

Best junior college library opinion does not call for a separate library building as a major requisite, but library quarters located in multi-purpose buildings must be carefully planned to provide adequate and well-arranged library space and especially room for potential expansion. The evidence suggests that state-controlled two-year college libraries of Virginia are not well-housed, and will be faced with serious problems in future years as enrollment increases.

Book Collections

As has been stated, junior college library standards call for a minimal book collection of 20,000 volumes. Only one of the state-controlled two-year colleges in Virginia approaches this standard, though George Mason College and Christopher Newport College are on the way. It is inconceivable that Clifton Force-Covington Community College, Wytheville Community College, Roanoke Technical Institute, and Danville Community College can even begin to offer reasonable library service with their limited collections. The collection at Roanoke Technical Institute, from a casual survey of the shelves is almost completely void of anything except a beginning collection of technical books. For courses in humanities and social sciences, the library is pitifully weak. Periodical holdings in the state-controlled two-year colleges are likewise very minimal. Here again, in both books and periodical holdings, the privately controlled junior colleges seem to be much better, even though they too fall short of acceptable library standards.

The library should be a major concern of the state-controlled two-year colleges, and unusual efforts should now be made to make them begin to approach adequacy. To meet library standards overnight is impossible, but a carefully designed program of special development, spread out over the next several years, could begin to bring these libraries up to usable quality. Except in the four Virginia Polytechnic Institute branches, there is evidence that this has begun, for annual additions to the collections have been increasing. This trend should be accelerated, especially as the colleges grow in enrollment and begin to expand their course offerings.

Finances

Junior college library standards suggest that expenditures for the library should be based on the program of the college, its location, clientele, and enrollment. The only "arbitrary" figure suggested regarding budgets is that the library budget should represent as a minimum 5 per cent of the total educational and general budget. Perusal of the figures for annual expenditures for books, periodicals, and binding during the past five years in the Virginia institutions suggests that these expenditures have not kept pace with the needs. An expenditure of less than $10,000 per year for books, periodicals, and binding would not even enable the library to keep up with the barest essential needs of the college curriculum. Where collections were minimal at the start or the institutions were started recently, such a figure would be even less adequate. Expenditures for books, periodicals, and binding need to be substantially increased for the two-year college libraries.

Staff

No one of the state-controlled two-year college libraries meets the minimum standard for library staff--two professionally qualified staff members, plus one non-professional assistant. In all the state-controlled two-year colleges of Virginia there seem to be a total of only 5 1/2 professionally qualified librarians, when there should be 22. The libraries combined have 15 plus non-professionals (library assistant or clerical). Thus instead of the 33 full-time persons that should be employed there are only 20 plus. The most serious problem is that six of these libraries have no professionally qualified librarian on the staff. This condition is critical, and should be remedied at once.

In at least one of the libraries visited, serious problems are noted in proper organization and arrangement of the library. It is highly probable that similar problems are present at the other inadequately staffed libraries. Steps should be taken at once to provide each library with well-qualified professional staff members adequate in number to serve the institution properly.

In the two-year college libraries it was reported that four library positions are unfilled, and three more "temporarily" filled by persons not fully qualified. The problems of staffing Virginia libraries with well-qualified persons are substantial, and are not unique to the two-year institutions. The recommendations regarding library personnel problems in Virginia contained in the study of four-year institutions are equally important to the two-year colleges, and if carried out will result in substantially improved conditions.

General

The libraries of the two-year colleges need substantial improvement to provide the kind of service these institutions need. As suggested above, substantial improvement in their buildings, collections, and staff is urgent.

It is recommended that library development in each state-controlled two-year college be made a definite and urgent responsibility of the library of the mother institution, with the head librarian of each delegating as much responsibility to the branch college librarian as can be safely assigned. But the need for continuing advice and counsel and coordination suggests that a continuing program of supervision, counsel, and assistance should be provided, and that this should be a major responsibility of the library of the mother institutions, as long as the branch colleges are associated with the degree-granting institutions.

CHAPTER VII

OTHER CONSIDERATIONS

Education for Librarianship

There has been a considerable amount of discussion in the State of Virginia as to whether it would be desirable and useful to establish a graduate library school for the education of qualified professional librarians. At present, the major education for librarianship in the State is the undergraduate program at Madison College, primarily directed toward the training of school librarians. In some of the other colleges, there are a few courses in library science, but the Madison College program is the only one which attempts to meet professional standards for undergraduate programs in library science. The graduates of the program at Madison College, however, do not qualify for even the beginning positions in the state personnel classification, Librarian A. There is no college in the State of Virginia where Virginia students can receive training which qualifies them fully for professional library positions. In the library profession today, the qualifications for such professional positions are a master's degree from a fifth-year accredited library school.

In part, the discussions regarding the desirability of establishing a graduate library school in Virginia are based on the difficulty of filling library positions in Virginia with professionally qualified people. During the period of the Study, there were 20 professional library positions which the state-controlled four-year college libraries had been unable to fill, some of the positions being vacant for months. In the state-controlled two-year colleges there were four unfilled positions and there would undoubtedly be more if the two-year colleges were properly staffed, i. e., had established positions to be filled. Even in the privately controlled four-year colleges, where there is substantial freedom in recruiting and selection, there were seven unfilled professional positions. Such conditions tend to raise the question as to whether Virginia can attract professional librarians who have had their education outside the State.

Aside from the fact that there are unfilled positions in Virginia libraries, there is the question as to whether or not it is the responsibility of the State of Virginia to offer to its students the opportunity "at home," so to speak, to become professionally qualified for library work. Should not the Virginia student be able to qualify for an important profession without having to go to the expense and trouble of moving out of state for his or her education?

Though the foregoing points are cogent, the answer to Virginia's problems does not lie in the establishment of a graduate library school. Many of the problems of staffing college libraries with qualified personnel can be solved in other ways, as suggested in the Chapter on Library Personnel. The establishment of a graduate library school would require a heavy outlay of funds. Even if it resulted in recruiting many more

Virginians to the library profession, there is no assurance that they would remain in library positions in Virginia after completing their professional education here. Under present conditions it is believed that a graduate library school in Virginia would serve largely as a training ground for librarians who would then move to other states for their library positions. It is these "present conditions" which need to be studied and improved, as the first step in meeting Virginia's need for more qualified librarians.

This Study has given very little attention to the question as to whether present library school offerings (principally at Madison College) are adequate for the State's needs for school librarians. Nor was there extensive review of the needs of Virginia for public librarians or special librarians. Apparently the federal programs of aid to libraries have enabled the public libraries of Virginia to take steps toward meeting their need for librarians, and this experience may well have implications for college librarians. That is to say, college library personnel may be more effectively and more economically educated by such devices as leaves with pay or grants-in-aid, rather than by the creation of a graduate library school.

Virginia's problems are not unique. The entire country is facing a serious shortage of qualified librarians. And yet there is no evidence that there is a severe shortage of library schools. True, most library schools face serious problems of recruiting and retaining adequate staff, but adequate facilities for increasing substantially the number of library school students in existing institutions are still available. Steps to increase library school enrollments seem more promising than an effort to expand the number of professional schools. If one looks at the problem nationally as well as locally, it is much more efficient and economical to increase the capacity of present library schools than to provide the more substantial funds that would be needed to build new ones.

Finally there are great advantages to the State of Virginia in having its librarians return from educational experiences in various parts of the country. State "inbreeding" can become a deadening influence, just as college "inbreeding" can. The State of Virginia would have much to gain from recruiting its librarians from other areas: the University of Illinois, the University of Michigan, George Peabody College, Emory University, the University of North Carolina, Drexel Institute, and Rutgers University, to mention only a few.

It is recommended that Virginia not established a fifth year graduate library school.

Automation

In recent years tremendous strides have been made in developing mechanical means of communication and reproduction. The TWX network already mentioned, the development of fast copying machines, and the more recent development of electronic machines for the storing, retrieval, and reproduction of information--all have far-reaching possibilities and implications for libraries. Modern library service must be aware of such possibilities and be prepared to adopt new devices when they prove to be workable and economical.

At present, there are a few modest experiments in Virginia libraries with the use of machine devices, but as yet these are limited to operational purposes, e. g., machine devices in circulation procedures or in bookkeeping operations. And though a few United States libraries are experimenting extensively with completely automated systems, libraries as yet have not reached the point where massive changes in existing concepts and methods of library service are called for. Perhaps in the field of medical literature, the library profession is approaching more nearly complete automation of service. In the fields of the physical and biological sciences there are experiments under way that promise significant findings, but as yet it would be premature for libraries to alter substantially their present methods.

One of the reasons for recommending the continuation of the TWX network and continued arrangements for consultation in library cooperation is the hope that out of these may well come, when the time is appropriate, further steps in the use of modern devices for the improvement of service in Virginia libraries. With the continued atmosphere of cooperation and with established arrangements for cooperation, Virginia libraries will be in a position to study, appraise, experiment, and adopt new devices when they become established.

At present, the libraries of the University of Virginia and Virginia Polytechnic Institute are the only institutions whose size would justify serious study of automation. Even in these institutions the presence of equipment for other purposes on the campus would be an important consideration in deciding whether to "mechanize" certain procedures. Few libraries, even in the nation as a whole, are approaching the point where library automation with its extensive costs, would be economical, unless it is tied in with other campus uses. Such conditions may very well change, and libraries, if they are to serve their clientele effectively, must be alert to new developments and ready to experiment with the new methods. It is recommended therefore that the University of Virginia library and the library of Virginia Polytechnic Institute be provided special funds to add to their staffs one person for each library who has had some training and experience in the modern methods of information storage and retrieval, so that these libraries can study, experiment, and adopt new methods as they become practicable.

CHAPTER VIII

SUMMARY OF RECOMMENDATIONS

Throughout the body of this Report recommendations for action have been made from time to time on some of the points discussed. By way of summary, these recommendations have been recapitulated and are presented here in Chapter VIII. The recommendations generally deal with some feature of library service on which improvement seems to be needed. This causes some distortion in emphasis from that maintained in the body of the Report, where this consultant finds much to commend in the facilities and services of the libraries in the Virginia institutions of higher education.

The recommendations summarized herewith are grouped according to the chapter of the text where each originates. Each recommendation is referenced to the page of the Report where the statement can be found in the context that gives the supporting evidence for it.

I. Library Buildings and Book Collections.

1. It is recommended that high priority be given to additions to the library buildings at Madison College and the University of Virginia. New library buildings are badly needed at Richmond Professional Institute and Virginia State College at Norfolk. The entire library building at Old Dominion College should be turned over completely to library purposes, and at Virginia

Military Institute, present plans for revision of the use of portions of the library building should be pushed. (See page 6)

2. It is recommended that in every situation where there is to be a new library building or a significant addition to a present building an expert library consultant be employed to work with the local staff on plans and program. (See pages 11-12)
3. It is recommended that unrestricted funds available to The College of William and Mary and the University of Virginia for the purchase of library materials be increased. (See page 16)
4. It is recommended that special funds be provided to enable the library of Virginia Polytechnic Institute to strengthen its graduate study facilities. (See page 17)

II. Administration and Management of the College Libraries.

5. It is recommended that in each institution careful steps be taken to consult with and advise the college librarian as even minor modifications or enlargements of the program of the college are contemplated. (See page 22)
6. It is recommended that more effective use be made of faculty library committees in the college libraries. (See page 25)
7. It is recommended that in each institution the faculty library committee undertake the kind of study and analysis that will reveal to the college community the discrepancy between what the library is and what it might properly become. (See page 26)

8. It is recommended that the library in each college be given a firm and as generous as possible library budget for each coming year. (See page 27)

9. It is recommended that college libraries in Virginia give careful study to the possibility of allocating book funds to departments, and in many instances proceed to do so. (See page 29)

10. It is recommended that standard library equipment and supplies be purchased from the established commercial dealers, except in cases where it is abundantly clear that penitentiary products completely meet library specifications and standards. (See page 30)

11. It is recommended that state purchasing procedures make possible the pooling of subscription orders for periodicals and the placement of subscriptions for whichever multiple years will result in the greatest cash savings. (See pages 30-1)

12. It is recommended that libraries in the State of Virginia be permitted to let their outstanding orders remain active, even though the filling of some of these orders may come within a different budget year from that in which the order was originally placed. (See page 32)

13. It is recommended, with respect to departmental libraries, that the college libraries of Virginia move to a careful definition of the placement of responsibility for library materials, including

all the library resources of the institutions. (See page 34)

III. Library Expenditures.

14. It is recommended that the special funds held at the University of Virginia and The College of William and Mary be used for the strengthening of areas of outstanding excellence in the libraries, and that other funds in adequate amounts be provided for the general basic excellence of the institution in the other fields of graduate and research study. (See page 44)

15. It is recommended that the book and periodical funds of the Virginia college libraries be increased annually to enable the libraries to keep up with the demands of scholarship in the state-controlled institutions. (See page 50)

16. It is recommended that special funds be set up, perhaps under the supervision of the State Council of Higher Education, for allocation to the libraries of those institutions which have substantial arrearages, or are adding to their curricular and instructional program. (See page 51)

IV. Library Personnel.

17. It is recommended that funds be provided to increase the library staffs of the Virginia colleges, and that each institution adopt a program of proposed additions to the staff each year until the number of staff members is adequate in size to provide imaginative and efficient library service. (See pages 56-7)

18. It is recommended that the salary scale for librarians be established at the range of $6, 200 to $7, 500 for Librarian A, and at the range of $7, 000 to $8, 500 for Librarian B. (See page 60)

19. It is recommended that all professional library positions in Virginia college libraries except Librarian A and Librarian B be classed as teaching and research, and placed under the personnel conditions governing the teaching and research faculty of the institution. (See page 64)

20. It is recommended that Virginia establish liberal conditions of leave for graduate study, so that younger members of library staffs, interested in librarianship as a career, can go to library schools in other states, perhaps with partial salary. (See page 65)

21. It is recommended that, through the Southern Regional Education Board, the State of Virginia make arrangements with library schools in other states for grants-in-aid, reduced tuition, and fellowships or scholarships for Virginia residents wishing to prepare for professional library services in a type of training not presently available in institutions of higher education in Virginia. (See page 65)

22. It is recommended that institutional limitations on reimbursements of travel costs beyond the Mississippi River be removed. (See page 67)

V. Inter-library Cooperation.

23. It is recommended that the experiment in cooperative purchasing of library books be continued and increased in volume, with perhaps a doubling of the amount appropriated and the addition of several more subject fields. (See page 70)

24. It is recommended that each of the state-controlled two-year colleges participate in the cooperative purchasing of library books. (See page 72)

25. It is recommended that the library installations of TWX service be continued and expanded. (See page 73)

26. It is recommended that the State Council of Higher Education develop and disseminate information regarding library resources in Virginia, particularly with regard to the special collections that are not normally to be found in many libraries. (See page 74)

27. It is recommended that, under the State Council of Higher Education, there be continued the Library Advisory Committee. It is further recommended that its membership include one person from each of the state-controlled four-year college libraries, and that there be considered the possibility of handling some of its business through a small executive committee. (See page 78)

VI. State-controlled Two-year College Libraries.

28. It is recommended that library development in each state-controlled two-year college be made a definite and urgent responsibility of the library of the mother institution, with the head librarian of each delegating as much responsibility to the branch college librarian as can be safely assigned. (See page 85)

VII. Other Considerations.

29. It is recommended that Virginia not establish a fifth-year graduate library school. (See page 89)

30. It is recommended that the University of Virginia library and the library at Virginia Polytechnic Institute be provided special funds to add to their staffs one person for each library who has had some training and experience in the modern methods of information storage and retrieval, so that these libraries can study, experiment, and adopt new methods as they become practical. (See page 91)

31. The major plant needs in the libraries of the four-year state-controlled institutions are summarized as follows: (See pages 9-10)

    a. At Madison College there is a serious need for a major addition to the present library building.

    b. The proposed addition to the Tompkins-McCaw Library of the Medical College of Virginia should be pushed and completed soon.

c. The entire library building at Old Dominion College should be turned over at the earliest possible date to complete use of the library.

d. The proposed addition to Radford College library should be completed as soon as possible.

e. Richmond Professional Institute badly needs a new library building and one should be planned and completed as soon as possible.

f. The University of Virginia library is badly crowded in space for readers, work space for staff, and adequate housing for the collection. Present plans for an undergraduate library, a stack addition, a new medical library, and a science and engineering library should be implemented.

g. The Virginia Military Institute college library building is poorly planned for effective modern library service, but with present plans for rearrangement and modification, can be improved. With the new Marshall Library on the campus, Virginia Military Institute should give serious consideration to the possibility of building a new modern, functional college library building and using the present library building for other college purposes.

h. A new and separate library building is badly needed at Virginia State College at Norfolk, and plans for such a building should be begun now.